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ABSTRACT

An investigation of the activities of the state Right to Read Programs during the periods from 1972 to 1973 and from 1973 to 1974 is provided in this volume. In order to determine the effects of the programs at the state and local educational-agency levels, data were obtained from visits to the 31 state departments of education involved and to three randomly selected local agencies, as well as from a mail survey of a 50% sample of local Right to Read directors. Assessment included a summary of program processes across the 31 states, focusing on the following topics: characteristics of program directors, program objectives, the establishment of reading as a top priority, task forces, advisory councils, technical assistance within the program, dissemination of information and amassment of public support, equitable distribution of services, training of directors, needs assessment, accreditation and certification of teachers, evaluation of program procedures, adult literacy, communication systems, and a comprehensive plan of action. (Author/KS)

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AN ASSESSMENT OF THE STATE AGENCY COMPONENT OF THE RIGHT TO READ PROGRAM

FINAL REPORT

VOLUME I - NATIONAL FINDINGS

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HIGHLIGHTS

The major purpose of the State Component of the Right to Read Program is to provide money to State Educational Agencies (SEA's) to coordinate activities and support services of the Right to Read Program in the school districts of the State.

In this study, Applied Management Sciences has investigated the various activities and processes of the State Right to Read Program, in order to determine what effect this program has had at the State Educational Agency and Local Educational Agency level in the 31 States which entered the Right to Read Program during Phase I and Phase II of this effort.* The analyses of the activities and processes are based on data obtained in visits to the 31 State Departments of Education; visits to three Local Educational Agencies randomly selected from those LEA's in the State that had participated in the Right to Read Program for at least one year; and the results of a mail survey of a 50 percent sample of LEA Right to Read Directors within each State whose programs had been affiliated with Right to Read for at least one year.

The results of this portion of the study indicate that there are many areas in which the Right to Read Program has been very effective across the 31 States, and some areas in which improvement is indicated. These findings are summarized below:

- The major finding with respect to the local district Right to Read Programs is that there was a higher proportion of implementation of the Right to Read Program in local districts where there was a full-time local Director than where the Director was part-time. Yet only 11 percent (79) of the district level programs have full-time Directors.

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*Phase I States entered the Right to Read Program in 1972-73, and Phase II States entered in 1973-74.

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- State Educational Agencies and Local Educational Agencies have been successful in contributing to the establishment of reading as a top priority. Ninety-two percent* (23) of the Chief State School Officers reported that reading was cited as a major educational objective by the State Board of Education or that an official proclamation had been issued by the Governor's office in support of the Right to Read effort.
- Technical assistance has been provided to all participating Right to Read districts through the use of workshops and/or conferences. While workshops and conferences proved to be an effective means of introducing local district staff to the concepts of the Right to Read Program, over 40 percent of the local district Right to Read Directors have expressed dissatisfaction with the technical assistance they are presently receiving.
- The State Right to Read Program has addressed adult reading needs by communications with the State Director of Adult Basic Education in 89 percent (25) of the States. However, at the local level, in 45 percent (14) of the States there were no Adult Basic Education programs coordinated with Right to Read at the sites visited, and in another 29 percent (9) of the States, only one out of three sites visited proved to have Adult Basic Education programs associated with the Right to Read effort.
- An important aspect of the success of the Right to Read Program is the communications link between the SEA and the LEA's. While communication between the State and local level was considered to be effective by Right to Read personnel, both State and local personnel indicated that the Right to Read Program has not been as successful in establishing effective communication links with classroom teachers.
- The Task Force has been set up in the State Educational Agency to act as the body which coordinates the Right to Read Program with other reading programs. Data from the State Right to Read Director and State Assistant Superintendent for Instruction indicated that coordinational activities were carried out by them, rather than by the Task Force which therefore appears to be functioning at a minimal level of usefulness in many States.

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*Data were received from only 26 of the 31 Chief State School Officers.

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- Dissemination and amassing public support activities were not high priority activities in the State Educational Agency. Conduct of these activities is the stated responsibility of the Advisory Council, but it was indicated in State and local level ratings that the Advisory Council is not effective in dissemination or in amassing public support. In addition, the composition of most Advisory Councils do not fulfill National Right to Read Program guidelines in terms of numbers of women and minorities. For most cases, this group appears to be functioning with minimum usefulness as well.

- Thirty-nine percent (12) of the States used the following criteria to distribute Right to Read services to school districts in the State:

  .. geographic representation; and

  .. student population.

  The major criterion used to select local districts for participation in Right to Read in the remaining 61 percent (19) of the States was willingness of the local district to comply with the terms of the agreement/contract and enter the Right to Read Program. This, again, is not totally responsive to the National guidelines which specify selection of local districts according to geographic representation, student population, and needs assessment.

- Over two-thirds of the States and over half of the districts visited indicate that evaluation of the Right to Read Program had taken place. However, there was no evidence of State Right to Read Program emphasis on the evaluation of the measurability and feasibility of local district objectives. There was no apparent emphasis placed on accomplishment of activities according to timelines, evaluation of the accomplishment of objectives, or if the objectives were truly measurable and contained indications of accomplishment. This must be considered a severe program weakness.

- Needs assessments in reading had been conducted in 93 percent (29) of the States and 91 percent (83) of the districts. However, a critical area for improvement in needs assessment activities is the assessment of adult needs. Only 19 percent (6) of the States have conducted an assessment of adult reading needs.

It should be noted that none of these outcomes relate directly to reading achievement on the part of students. The reason for this is that this study was designed solely to assess the type and level of activities which have been fostered by the State Component of Right to Read funding. The results of our findings are summarized across all 31 States in this volume. State-by-State findings are contained in Volume II - State Profiles, and the data collection instruments used to obtain these findings are contained in Volume III.

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INTRODUCTION

This is Volume I of an "Assessment of the State Agency Component of the Right to Read Program - Final Report." In this volume, analyses of all the activities of the State Right to Read Programs are presented, with summarizations across all participating States. Volume II - State Profiles, consists of chapters describing in detail the individual features of each of the State Right to Read Programs in this study. Volume III contains the data collection instruments.

In this study, the various activities and processes of the State Right to Read Program were investigated in order to determine what effect this program has had at the State Educational Agency and Local Educational Agency level. The areas of investigation include the activities that are taking place in the State Educational Agency and the local district that are promoted by the Right to Read Program; activities that are taking place that are specifically designed to enhance reading as a top priority in the educational system in the State; and activities that have occurred in the State or local district that affect, or have been affected by, the Right to Read Program. It should be noted that none of these investigated areas relate directly to reading achievement on the part of students. The reason for this is that this study was designed solely to assess the type and level of activities that have been fostered by the State

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component of Right to Read funding, and collection of achievement data was specifically excluded in OPBE's project design.

Several different groups of subjects were queried in the conduct of this study. All were drawn from educators at various levels in the original 31 States that were participating in the State Program Component of the Right to Read Program. The data collection procedures consisted of:

- a mail survey of 855 local district Right to Read Directors selected at random from the 1896 districts that had been affiliated with the State Right to Read programs in the 31 participating States for at least one year. Of the 855 questionnaires mailed, 687 were completed and returned, for an 80 percent response rate;*
- on-site visits to three of the LEAs in each of the 31 States sampled, with two of the LEAs having been in Right to Read for at least two years and the third having been affiliated with the program for at least one year. In each of these 93 districts the following respondents were interviewed if they were affiliated with the district Right to Read program:
  - .. the principal and five teachers from an elementary school, a junior high school, and a senior high school. Where possible, three reading teachers and two content area teachers from each school were selected for interview;
  - .. the local district Adult Basic Education Director and five adult basic education teachers;
  - .. the local district Right to Read Director;
  - .. the District Superintendent or Assistant Superintendent in charge of Instruction;
- on-site visits to the 31 SEAs. Respondents in each of the 31 State Educational Agencies included:
  - .. the Chief State School Officer;
  - .. the State Right to Read Director;

*An additional 5% of the questionnaires were returned unanswered for reasons described in Chapter 16.

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- .. the State Assistant Superintendent for Instruction;
- .. the Chairperson, State Right to Read Advisory Council;
- .. the Director of State Adult Basic Education; and
- .. the Director of the State Teacher Certification Agency.

Most of this volume presents an analysis of the activities that are of interest to the Office of Education and the National Right to Read Program; and which are hypothesized by them to effect successful Right to Read Programs in the States. Chapters 3 through 17 discuss these activities, in terms of a description of what occurs at the State and local levels, and what are the State and local level indicators of program impact or accomplishment of goals of the program. Chapters 1, 2, and 18 are, respectively, Introduction, Description of the Right to Read Director, and Summary.

Many of the activities of the State Right to Read Programs are coordinational in nature, and a great deal of emphasis is placed on coordinating the Right to Read Program with support services from other reading programs in the State. It must be emphasized that the National Right to Read Effort is geared towards fostering coordination between different reading programs within a State or school district and, hopefully, encouraging the staffs of the other programs to adopt much of the Right to Read Program strategy; it is not geared towards redirecting other program funds into the Right to Read effort. In several places in this volume, the use of other funds in support of Right to Read activities is demonstrated. However, it must be stressed that in these instances, the decision to allocate these funds for support of Right to Read activities was made by individual State Departments of Education, or school districts, and not by any Right to Read mandate.

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CHARACTERISTICS OF RIGHT TO READ DIRECTORS

A. Background Characteristics of the State Right to Read Director

Sixty-eight percent or 21 of the 31 State Right to Read Directors are female (see Table 2.1). Of the 21 female Directors, almost half (9) are 50+ years old. By comparison, 6 of the 10 male Directors are in the age range 35 to 44 years (see Table 2.2).

The majority of the Directors earn $15,000 to $19,999 per year, with the next largest group earning $20,000 to $24,999 per year (see Table 2.3).

All State Directors have at least a Master's degree, and over a third (11) hold a Doctorate (see Table 2.4). Fifty-five percent (17) of the Directors majored in reading (see Table 2.5). All 31 State Directors have been teachers at one time or another, 64 percent (20) have also been reading specialists, 52 percent (16) have been reading directors, and 71 percent (22) have held other State administrative positions (see Table 2.6). While all but four of the 31 States give certificates for reading teacher or instructor, reading specialist, or reading supervisor/director, 52 percent (16) of the State Directors possess none of these certificates (see Tables 2.7 and 2.8).

The median term of service as State Right to Read Director at the time the data were collected was 28 months (see Table 2.9) and the median time the 31 States had been participating in

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TABLE 2.1: SEX DISTRIBUTION OF STATE RIGHT TO READ DIRECTORS

SEX	FREQUENCY	PERCENT
Female	21	67.7
Male	10	32.3
TOTAL	31	100.0

TABLE 2.2: AGE AND SEX DISTRIBUTION OF STATE RIGHT TO READ DIRECTORS

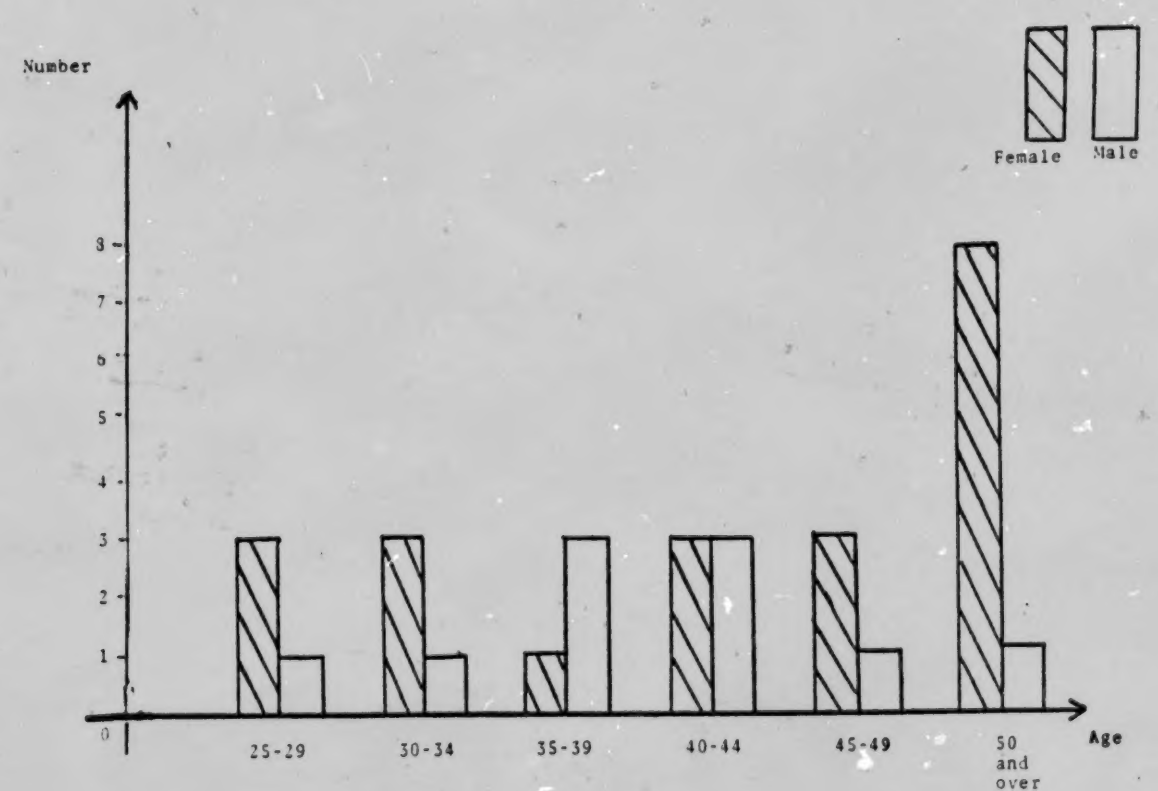

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TABLE 2.3: SALARY DISTRIBUTION OF STATE RIGHT TO READ DIRECTORS

SALARY RANGE	FREQUENCY	PERCENT
$10,000-$14,999	3	9.7
$15,000-$19,999	15	48.4
$20,000-$24,999	8	25.8
$25,000 +	5	16.1
TOTAL	31	100.0

TABLE 2.4: EDUCATIONAL DISTRIBUTION OF STATE RIGHT TO READ DIRECTORS

DEGREE	FREQUENCY	PERCENT
M.A. or M.S.	12	38.7
Advanced Certificate	2	6.5
Educational Specialist Degree	3	9.7
Ph.D.	3	9.7
Ed.D.	8	25.8
Unspecified	3	9.7
TOTAL	31	100.0

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TABLE 2.5: DISTRIBUTION OF STATE RIGHT TO READ DIRECTORS BY MAJOR AREA OF SPECIALIZATION

MAJOR AREA OF SPECIALIZATION	FREQUENCY	PERCENT
Elementary Education	4	12.9
Curriculum Development	4	12.9
Reading	17	54.8
Educational Administration	3	9.7
Counseling	1	3.2
Unspecified	2	6.5
TOTAL	31	100.0

TABLE 2.6: OTHER POSITIONS PREVIOUSLY HELD BY STATE RIGHT TO READ DIRECTORS

POSITION	FREQUENCY	PERCENT
Teacher	31	100
Reading Specialist	20	64
Counselor	2	6
Principal or Dean	7	23
Reading Director	16	52
Special Education Staff	2	6
State Administrative Staff	22	71
Local District Administrative Staff	9	29
Psychometrician	1	3
Other	6	19

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TABLE 2.7: STATE CERTIFICATES AVAILABLE IN READING

CERTIFICATE	FREQUENCY	PERCENT
Reading Teacher or Instructor	12	39
Reading Specialist	24	77
Reading Supervisor/Director	13	42
None of the above	4	13

TABLE 2.8: READING CERTIFICATES HELD BY STATE RIGHT TO READ DIRECTORS

CERTIFICATE	FREQUENCY	PERCENT
Reading Teacher	10	32
Reading Specialist	11	36
Reading Supervisor/Director	9	29
None of the above	16	52

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TABLE 2.9: LENGTH OF SERVICE AS RIGHT TO READ DIRECTOR (IN MONTHS)

MONTHS	FREQUENCY	CUMULATIVE PERCENT
2	2	6
4	1	10
6	1	13
8	1	16
12	1	19
15	1	23
16	1	26
18	1	29
20	1	32
25	2	39
26	1	42
(Median) 28	3	52
29	2	58
30	2	65
32	2	71
33	1	74
34	1	77
36	2	84
40	1	87
45	1	90
48	2	97
63	1	100
TOTAL	31	100

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Right to Read was 34 months (see Table 2.10). Thus, the typical Right to Read Director was not installed in that position until six months after the inception of her/his State's Right to Read program. Yet, 71 percent (22) were employed in the State Educational Agency prior to becoming State Right to Read Director. This indicates that at least in some States, the current Right to Read Director is not the original one, since all States had Right to Read Directors at the inception of their programs.

The vast majority of the State Right to Read Directors (94 percent) are members of a State, local, and/or National reading association/council (see Table 2.11). One indicator of the effect of the Right to Read Program is that 19 percent (6) of the Directors indicate that this membership is a direct result of their involvement in the Right to Read Program.

B. Role of the State Right to Read Director in the SEA Hierarchy

The largest proportion of State Right to Read Directors were selected for their positions in part or totally by the Chief State School Officer and/or the State Educational Agency (see Table 2.12). Seventy-seven percent (24) of the State Right to Read Directors were formally introduced at State Department of Education meetings upon their appointment as Director (see Table 2.13).

The assessment of line responsibility of the State Right to Read Director is not a clear-cut issue. Forty-eight percent (15) of the Directors report to an Assistant Superintendent or Director for Curriculum, Instruction, or Elementary Education. Ten percent (3) report directly to the Chief State School Officer. The remainder state that they report within special program areas such as Instructional Specialists, Program Development, or Language Skills. Ninety three percent (29) of the State Assistant Superintendents for Instruction report that their division or office supervises the Right to Read Program.

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TABLE 2.10: LENGTH OF TIME STATES HAVE PARTICIPATED IN RIGHT TO READ (IN MONTHS)

MONTHS		FREQUENCY	CUMULATIVE PERCENT
	20	1	3.2
	27	1	6.5
	28	2	12.9
	29	4	25.8
	30	4	38.7
	32	1	41.9
	33	1	45.2
(Median)	34	2	51.6
	36	5	67.7
	40	2	74.2
	48	3	83.9
	52	1	87.1
	57	1	90.3
	60	1	93.5
	68	1	96.8
	75	1	100.0
TOTAL		31	100.0

TABLE 2.11: MEMBERSHIP OF STATE RIGHT TO READ DIRECTORS IN READING ASSOCIATIONS/COUNCILS

READING ASSOCIATION/COUNCIL	FREQUENCY	PERCENT
State	27	87
Local	21	68
National	28	90
None of the above	2	6

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TABLE 2.12: PERSONS INVOLVED IN THE SELECTION OF THE STATE RIGHT TO READ DIRECTOR

PERSON/GROUP	FREQUENCY	PERCENT
Chief State School Officer	22	71
Governor	3	10
State Educational Agency	24	77
Institute of Higher Education	2	6
State Right to Read Advisory Council	0	0
State Right to Read Task Force	1	3
State Professional Reading Council	1	3
State Teacher Organization	0	0
Other	1	3

TABLE 2.13: HOW APPOINTMENT OF THE STATE RIGHT TO READ DIRECTOR WAS ANNOUNCED TO THE PUBLIC

TYPE OF ANNOUNCEMENT	FREQUENCY	PERCENT
Press release	14	45
Local radio	5	16
Introduction at State Department of Education	24	77
Introduction at Right to Read Advisory Council Meeting	9	29
State newsletter	13	42
Television	4	13
Other	4	13
No announcement made	3	10

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Fifty-eight percent (18) of the State Right to Read Directors are paid from specially designated funds from State Right to Read grants, 39 percent (12) are paid from State education or curriculum funds, and the remaining Director receives 75 percent of her/his salary from Right to Read funds and 25 percent from the State education or curriculum funds. Thus, over 40 percent (13) of the States are using their own funds for part or all of the Right to Read Director's salary.

Indicators of the level of importance, either high or low, of the Right to Read Program in the SEA hierarchy include the type and quantity of support staff provided to the Right to Read Director, and the capability of the State Right to Read Director to either allocate funds or determine priorities for expenditure of funds. Ninety-four percent (29) of the Right to Read Directors indicate that they do have support staff and that the support staff usually consists of one secretary. Ninety-seven percent (30) of the Right to Read Directors have direct responsibility for allocating State-provided Right to Read funds and 36 percent (11) are consulted in determining priorities for expenditure of these funds. Virtually none of the directors indicate responsibility for allocating E.S.E.A. funds (see Tables 2.14 and 2.15).

Table 2.16 indicates the funds for which the State Assistant Superintendent for Instruction reports the Right to Read Director helps determine expenditures. It is interesting to compare his responses to those of the State Director in Table 2.15. The State Assistant Superintendent appears to accord more responsibility for determining priorities to the State Director than the latter feels he has. In addition, 61 percent (19) of the State Assistant Superintendents for Instruction feel that the State Right to Read Director derives part of his leadership and authority from his responsibility in determining expenditures (see Table 2.17).

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TABLE 2.14: FUNDING SOURCES WHICH THE STATE RIGHT TO READ DIRECTOR HAS THE RESPONSIBILITY FOR ALLOCATING

SOURCE OF FUNDING	FREQUENCY	PERCENT
National Right to Read grant to the State	30	97
State-provided Right to Read funds	11	36
Title I, Elementary and Secondary Education Act	2	6
Title II, Elementary and Secondary Education Act	0	0
Title III, Elementary and Secondary Education Act	0	0
Title III, National Defense Education Act	1	3
Title IV, Elementary and Secondary Education Act	0	0
Title V, Elementary and Secondary Education Act	0	0
Title VII, Elementary and Secondary Education Act	2	6
Emergency School Aid Act	0	0
Special Education	0	0
Vocational Education	0	0
Career Education	1	3
Other	1	3
None of the above	0	0

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TABLE 2.15: FUNDING SOURCES IN WHICH THE STATE RIGHT TO READ DIRECTOR HAS BEEN CONSULTED IN DETERMINING PRIORITIES OF EXPENDITURE

SOURCE OF FUNDING	FREQUENCY	PERCENT
National Right to Read grant to the State	1	3
State provided Right to Read funds	11	36
Title I, Elementary and Secondary Education Act	15	48
Title II, Elementary and Secondary Education Act	12	39
Title III, Elementary and Secondary Education Act	11	36
Title III, National Defense Education Act	8	26
Title IV, Elementary and Secondary Education Act	6	19
Title V, Elementary and Secondary Education Act	5	16
Title VII, Elementary and Secondary Education Act	8	26
Emergency School Aid Act	5	16
Special Education	3	10
Vocational Education	5	16
Career Education	4	13
Other	5	16
None of the above	0	0

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TABLE 2.16: PERCEPTIONS OF THE STATE ASSISTANT SUPERINTENDENT CONCERNING AREAS IN WHICH THE STATE RIGHT TO READ DIRECTOR ASSISTS IN DETERMINING PRIORITIES OF EXPENDITURES

SOURCE OF FUNDING	FREQUENCY	PERCENT
State reading funds	19	61
Title I, Elementary and Secondary Education Act	17	55
Title II, Elementary and Secondary Education Act	16	52
Title III, Elementary and Secondary Education Act	17	55
Title III, National Defense Education Act	10	32
Title IV, Elementary and Secondary Education Act	15	48
Title VII, Elementary and Secondary Education Act	11	35
Emergency School Aid Act	5	16
Special Education	8	26
Vocational Education	7	23
Career Education	8	26
Adult Education	8	26
Adult Basic Education	10	32
General Educational Development	10	32
Other	5	16
None of the above	3	10

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TABLE 2.17: LEADERSHIP/AUTHORITY OF STATE RIGHT TO READ DIRECTOR AS INDICATED BY STATE ASSISTANT SUPERINTENDENT FOR INSTRUCTION

TYPE OF LEADERSHIP/AUTHORITY	FREQUENCY	PERCENT
Formal authority/leadership vested in position of Right to Read Director	23	74
Informal authority based on prestige of the position	8	26
Informal authority based on prestige of person now holding the position of Right to Read Director	10	32
Informal authority/leadership based on support of the Chief State School Officer	16	52
Authority/leadership based on the use of Right to Read funds	19	61
Authority/leadership based on power to coordinate non-Right to Read funds	4	13
Other	1	3
None	0	0

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A final measure of the importance of the position of State Right to Read Director in the SEA hierarchy is the proportion of time the State Director spends in this position. The median hours per week spent working on Right to Read activities is reported at 38 by the State Right to Read Directors, with 4.5 hours per week spent in other activities (see Tables 2.18 and 2.19). Fifty-two percent (16) of the Directors state that they hold no other position in the SEA, while the remainder spend part of their time working in other miscellaneous curriculum/program areas.

C. Background Characteristics of the Local District Right to Read Director

The descriptive statistics pertaining to the local district Right to Read Director are derived from the data obtained from the 50 percent mail sample of local district Right to Read Directors. There are 687 Directors in the group of completed mail responses.

Seventy-one percent (485) of the local district Right to Read Directors are female. The age range of the local Directors is wide-spread, from 20 on up, although 30 percent (207) are 50 and over (see Table 2.20). Table 2.21 shows a breakdown of age by sex for local Directors. Although the male directors are somewhat younger than the females, there is not the same age difference between sexes that was present for the State Directors. Most local district Directors earn between $10,000 and $19,999 a year (see Table 2.22), and the majority work either a 10-month or 12-month year (see Table 2.23). Seventy percent (482) of the Directors are tenured in the district. Twenty-four percent (162) of the Directors hold a B.A. or B.S. degree, and 75 percent (506) have a Master's Degree or higher (see Table 2.24). These figures may be compared to those reported for the State Right to Read Director. All State Directors have at least a Master's Degree, and over a third (11) possess a Doctorate.

TABLE 2.18: NUMBER OF HOURS PER WEEK STATE RIGHT TO READ DIRECTOR SPENDS ON RIGHT TO READ ACTIVITIES

HOURS	FREQUENCY	CUMULATIVE PERCENT
15	3	9.7
20	2	16.1
30	3	25.8
32	1	29.0
35	3	38.7
36	1	41.9
37	2	48.4
(Median) 38	1	51.6
40	8	77.4
45	1	80.6
47	1	83.9
50	2	90.3
60	2	96.8
62	1	100.0
TOTAL	31	100.0

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TABLE 2.19: NUMBER OF HOURS PER WEEK STATE RIGHT TO READ DIRECTOR SPENDS ON NON-RIGHT TO READ ACTIVITIES

HOURS	FREQUENCY	CUMULATIVE PERCENT
0	13	41.9
4	2	48.4
(median) 5	2	54.8
10	5	71.0
15	1	74.2
20	4	87.1
23	1	90.3
24	1	93.5
30	1	96.8
40	1	100.0
TOTAL	31	100.0

TABLE 2.20: AGE DISTRIBUTION OF LOCAL DISTRICT RIGHT TO READ DIRECTORS

AGE RANGE IN YEARS	FREQUENCY	PERCENT
20-24	6	0.9
25-29	71	10.3
30-34	89	13.0
35-39	97	14.1
40-44	107	15.6
45-49	102	14.8
50 +	207	30.1
No Response	8	1.2
TOTAL	687	100.0

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TABLE 2.21: DISTRIBUTION OF AGE AND SEX OF LOCAL DISTRICT RIGHT TO READ DIRECTORS

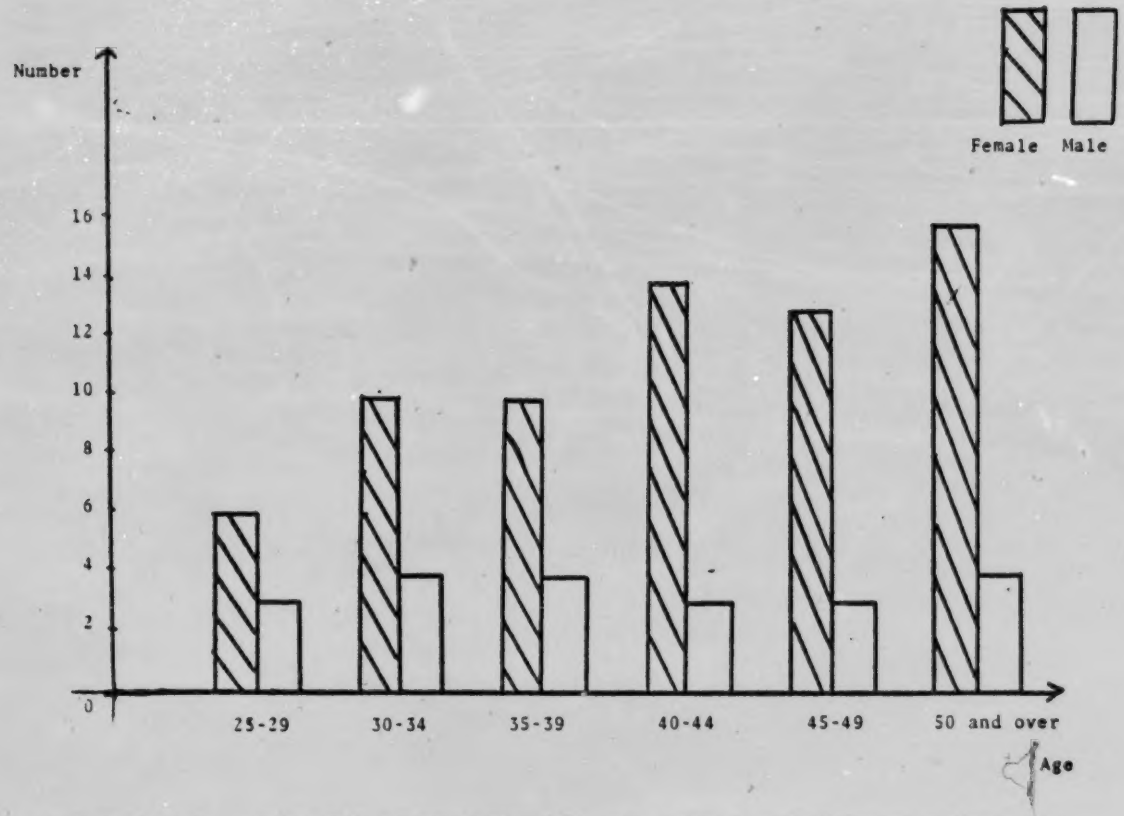

TABLE 2.22: SALARY DISTRIBUTION OF LOCAL DISTRICT RIGHT TO READ DIRECTORS

SALARY RANGE PER YEAR	FREQUENCY	PERCENT
Under $10,000	79	11.5
$10,000 - 14,999	272	39.6
$15,000 - 19,999	234	34.1
$20,000 - 24,999	76	11.1
$25,000 or more	17	2.5
No Response	9	1.3
TOTAL	687	100.0

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TABLE 2.23: DURATION OF CONTRACT FOR LOCAL DISTRICT RIGHT TO READ DIRECTORS

MONTHS	FREQUENCY	PERCENT
9 Months or Less	115	16.7
10 Months	276	40.2
11 Months	50	7.3
12 Months	202	29.4
None of the Above	39	5.7
No Response	5	0.7
TOTAL	687	100.0

TABLE 2.24: EDUCATIONAL DEGREES OF LOCAL DISTRICT RIGHT TO READ DIRECTORS

DEGREE	FREQUENCY	PERCENT
B.A. or B.S.	162	23.6
M.A. or M.S.	386	56.2
Educational Specialist Degree	56	8.2
Advanced Certificate	41	6.0
Ph.D.	6	0.9
Ed.D.	17	2.5
Undergraduate	2	0.3
Miscellaneous	2	0.3
L.D.	2	0.3
No Response	13	1.9
TOTAL	687	100.0

The major area of specialization for the majority of local district Directors was elementary education or reading (see Table 2.25). Seventy-four percent (510) are members of at least one reading association/council (see Table 2.26). As a measure of the effectiveness of the Right to Read Program, 21 percent (144) state that this membership is a result of their involvement in the Right to Read Program. Thus, one fifth of all Directors, State and local, report this as an effect of their involvement in the Right to Read Program.

Ninety-nine percent (679) of the Directors have at one time been teachers (see Table 2.27), yet 53 percent (361) report that they are not certified as a reading teacher, specialist, or supervisor/director (see Table 2.28). These figures almost exactly parallel those reported for the State Right to Read Director. At the time of interviewing, the median length of service as local district Director was 17 months, while the median time the districts had been involved in the program was 18 months (see Tables 2.29 and 2.30). Only three percent (19) of the local Directors were not employed in the district prior to their appointment as Director, as compared to 29 percent of the State Right to Read Directors.

D. Role of the Local District Right to Read Director in the LEA Hierarchy

Eleven percent (79) of the local district Right to Read Directors are full-time Directors, and 89 percent (608) are part-time Directors. Table 2.31 shows the distribution of hours local district Directors spend working on Right to Read activities. The median number of hours is four per week.

In terms of status in the LEA, the local district Director is afforded recognition by LEA personnel. As was noted in the previous section, the median salary for the local district Director is $15,000 a year. The median teacher in comparable

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TABLE 2.25: MAJOR AREAS OF EDUCATIONAL SPECIALIZATION OF LOCAL DISTRICT RIGHT TO READ DIRECTORS

AREA OF SPECIALIZATION	FREQUENCY	PERCENT
Elementary Education	244	35.5
Curriculum Development	26	3.8
Reading	210	30.6
Special Education	15	2.2
Educational Psychology	5	0.7
Counseling	9	1.3
Educational Administration	118	17.2
Miscellaneous	46	6.7
No Response	14	2.0
TOTAL	687	100.0

TABLE 2.26: MEMBERSHIP OF LOCAL DISTRICT RIGHT TO READ DIRECTORS IN READING ASSOCIATIONS/COUNCILS

READING ASSOCIATION/COUNCIL	FREQUENCY	PERCENT
State	385	56
Local	372	54
National	312	45
None of the above	177	26

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TABLE 2.27: PREVIOUS POSITIONS HELD BY LOCAL RIGHT TO READ DIRECTORS

POSITION	FREQUENCY	PERCENT
Teacher	679	99
Reading Specialist	264	38
Counselor	41	6
Principal or Dean	185	27
Reading Director (other Right to Read position)	181	26
Special Education	65	10
State Administrative Staff	8	1
Local District Administrative Staff	207	30
Psychometrician	14	2
Other	132	19

TABLE 2.28: CERTIFICATION OF LOCAL DISTRICT RIGHT TO READ DIRECTORS

CERTIFICATE	FREQUENCY	PERCENT
Reading Teacher	82	11.9
Reading Specialist	71	10.3
Reading Supervisor/Director	62	9.0
Reading Teacher and Specialist	21	3.1
Reading Specialist and Supervisor/ Director	19	2.8
Reading Teacher and Supervisor/Director	18	2.6
Reading Teacher and Specialist and and Supervisor/Director	32	4.7
None of the Above	361	52.5
No Response	21	3.1
TOTAL	687	100.0

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TABLE 2.29: AMOUNT OF TIME LOCAL DISTRICT DIRECTORS HAVE SERVED AS LOCAL DISTRICT RIGHT TO READ DIRECTORS (IN MONTHS)

MONTHS	FREQUENCY	CUMULATIVE PERCENT
0	18	3
1	3	3
2	1	3
3	4	4
4	12	6
5	20	8
6	22	12
7	7	13
8	4	13
9	15	15
10	7	16
11	2	17
12	53	24
13	15	27
14	27	31
15	51	38
16	38	44
(Median) 17	29	48
18	78	59
19	10	61
20	16	63
21	1	63
22	12	65
23	5	66
24	85	78
25	5	79
26	4	79
27	13	81
28	11	83
29	6	84
30	35	89
31	2	89
32	3	89
33	1	90
34	1	90
35	1	90
36	46	97
37	3	97
39	1	97
40	2	97
42	1	98
45	3	98
48	10	99
54	1	100
60	1	100
Unspecified	2	100
TOTAL	687	100

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TABLE 2.30: AMOUNT OF TIME LOCAL DISTRICTS HAVE PARTICIPATED IN RIGHT TO READ (IN MONTHS)

MONTHS	FREQUENCY	PERCENT
0	32	5
2	1	5
3	2	5
4	3	6
5	4	6
6	7	7
7	1	7
8	1	7
9	7	8
10	7	9
11	1	10
12	35	15
13	15	17
14	26	21
15	51	28
16	39	34
17	36	39
(Median) 18	81	51
19	11	52
20	15	55
21	1	55
22	16	57
23	5	58
24	93	71
25	6	72
26	5	73
27	13	75
28	13	77
29	8	78
30	42	84
31	2	84
32	3	85
33	1	85
34	1	85
35	2	85
36	61	94
37	2	94
38	1	95
39	2	95
40	4	95
42	1	96
45	4	96
48	15	98
51	1	99
54	1	99
60	3	99
70	1	99
72	2	100
84	1	100
98 or more	1	100
Unspecified	1	100
TOTAL	687	100

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TABLE 2.31: DISTRIBUTION OF HOURS PER WEEK SPENT BY LOCAL DISTRICT DIRECTORS ON RIGHT TO READ ACTIVITIES

HOURS	FREQUENCY	CUMULATIVE PERCENT
0	145	21
1	45	28
2	72	38
3	42	44
(median) 4	30	49
5	87	61
6	20	64
7	9	66
8	36	71
9	3	71
10	76	82
12	10	84
13	2	84
14	1	84
15	28	88
18	1	88
20	28	92
24	1	93
25	2	93
27	1	93
30	6	94
35	1	94
40	2	94
98 Or More	1	94
Unspecified	38	100
TOTAL	687	100

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districts earns $10,000 - $14,999 a year (see Table 2.32), and the median principal earns $15,000 - $19,999 a year (see Table 2.33). Thus the local district Right to Read Director's salary is competitive with teachers and principals in these districts. In addition, 43 percent (296) had their appointment announced via press release, 42 percent (291) had announcements made to local schools by the Superintendent, 51 percent (347) had their appointments announced at Board of Education meetings, and 41 percent (285) were also introduced at teacher meetings. Fourteen percent (94) had no public announcement made of their appointment.

Thirty-nine percent (267) of the Directors report directly to the local district Superintendent, 22 percent (150) report to principals, and 21 percent (143) report to the local district Assistant Superintendent. According to the 91 District Superintendents/Assistant Superintendents responding, 27 percent (25) of them stated that the local district Director has the responsibility for allocating Right to Read money, and 21 percent (19) stated that the Director makes recommendations for expenditure allocations. Table 2.34 illustrates the areas of funding in which local district Right to Read Directors are consulted in determining priorities for expenditures. While 46 percent (314) have been consulted in determining priorities of expenditure of local district Right to Read funds, 52 percent (359) are involved in determining priorities for Title I, E.S.E.A. funds. This is evidence of the coordination of both efforts and support at the local district level between the Right to Read Program and Title I.

The following items further indicate the importance placed on the position of the local district Right to Read Director, but also illustrate some of the major problems inherent in this role as it presently exists:

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TABLE 2.32: DISTRIBUTION OF SALARIES FOR ELEMENTARY SCHOOL TEACHERS

SALARY RANGE PER YEAR	FREQUENCY	PERCENT
Under $10,000	27	30
$10,000-$14,999	58	64
$15,000-$19,999	3	3
$20,000-$24,999	1	1
$25,000 and over	0	0
Unspecified	2	2
TOTAL	91	100

TABLE 2.33: DISTRIBUTION OF SALARIES FOR PRINCIPALS

SALARY RANGE PER YEAR	FREQUENCY	PERCENT
Under $10,000	6	7
$10,000-$14,999	16	18
$15,000-$19,999	44	48
$20,000-$24,999	20	22
$25,000 and over	5	5
TOTAL	91	100

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TABLE 2.34: AREAS IN WHICH LOCAL DISTRICT RIGHT TO READ DIRECTORS HAVE BEEN CONSULTED TO DETERMINE PRIORITIES FOR EXPENDITURES

AREA OF CONSULTATION	FREQUENCY	PERCENT
Local District Right to Read funds	314	46
State Right to Read funds	133	19
Title I, Elementary and Secondary Education Act	359	52
Title II, Elementary and Secondary Education Act	175	25
Title III, Elementary and Secondary Education Act	100	15
Title III, National Defense Education Act	82	12
Title IV, Elementary and Secondary Education Act	101	15
Title VII, Elementary and Secondary Education Act	56	8
Emergency School Aid Act	44	6
Special Education	143	21
Vocational Education	46	7
Career Education	85	12
Other local district funds	194	28
Other	63	9
None of the above	111	16

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- nine percent (60) of the local district Right to Read Directors (mail-out), five percent (8) of the District Superintendents/Assistant Superintendents for Instruction, and 26 percent (8) of the State Right to Read Directors indicate that local district staff resent or resist the leadership/authority of the local district Right to Read Director;
- thirty-one percent (211) of the local district Right to Read Directors (mail-out), 28 percent (25) of the District Superintendents/Assistant Superintendents for Instruction, 21 percent (168) of the teachers, and 25 percent (49) of the principals indicate that the local district Right to Read Director needs more staff support;
- sixty-four percent (20) of the State Right to Read Directors feel the local district Right to Read Director needs a stronger role in school district administration;
- ten local district Right to Read Directors (mail-out) indicate a full-time Director is needed in their district; and
- two district Superintendents/Assistant Superintendents for Instruction and 17 local district Right to Read Directors indicated that more time is needed for the local district Director to spend on Right to Read activities.

Kendall Tau correlations and analyses of variance were performed on variable pairs where, in each case, one of the variables in the pair was whether the local district Director reports directly to a principal or a District Superintendent/ Assistant Superintendent. The following results were found:

- There is a significant relationship between who the Director reports to and how often she/he meets with teachers. Directors who report to principals spend significantly more time meeting with teachers, ($F = 6.44$ (1,70), significance = .05.) This is not surprising if one assumes that the Director who reports to a principal is probably assigned to that principal's school building as well;
- Those Directors who report to the principal spend more time meeting with teachers, according to the principals. ($F = 14.9$ (1,70), significance = .01);

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- Teachers resent the authority of the local district Right to Read Director more when the Director reports to the principal. (F = 4.55 (1,70), significance = .05);
- Consistent with the first two findings is that when the local district Right to Read Director reports to the principal, there is more technical assistance in evaluation provided to the principal's staff (F = 6.20 (1,70), significance = .05);
- There is a significant negative relationship between the Director reporting to the principal and the Director being consulted in determining priorities for expenditure of local Right to Read funds. (Kendall's Tau B = -.214, significance = .035). Those who report to the principal have less power in determining priorities, and vice versa;
- Directors who report to principals spend less of their time revising the Right to Read Program (Kendall's Tau C = -.18, significance = .04). They spend less time making formal presentations at conferences (Kendall's Tau C = -.18, significance = .04), and they spend less time presenting information at PTA/PTO meetings (Kendall's Tau C = -.24, significance = .01; and
- Local Directors who report to principals have lesser educational degrees than those who report to District Superintendents/Assistant Superintendents for Instruction (Kendall's Tau C = .356, significance = .0002).

Thus, it appears that there are two levels of hierarchy for the local district Right to Read Director, and that those who report to the District Superintendents/Assistant Superintendents have a position of significantly more prestige and authority.

E. Significant Relationships Between Program Effect and Full-Time vs. Part-Time Local District Right to Read Director

Kendall Tau correlations were performed on variable pairs where, in each case, one of the variables in the pair was full-time, part-time status of the local district Right to Read Director:

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- Teachers in districts where there is a full-time Director indicate that students' reading scores are up sharply as compared to teachers in districts where there is a part-time Director. ($F = 7.89$ (1,89), significance = .01). The statistical relationship indicates that there is a high positive relationship between student reading scores and full-time status of the local Director. Unfortunately, without further studies it is impossible to tell which event preceded which--the rise in student scores or the participation of a full-time Director in Right to Read;
- There is a significant correlation between full-time status and whether the Director has experienced problems in implementing the Right to Read Program in the district. Part-time Directors have experienced more problems in this area. (Kendall's Tau B = .177, significance = .046);
- There is a significant correlation between whether the local Director is full-time, and whether teachers feel reading is being emphasized at the expense of other subjects. In this case, the correlation is negative, indicating an opposition of variables. I.e., with full-time status for the Director, teachers are more inclined to say reading is emphasized at the expense of other subjects. However, this finding makes sense in that one would expect more emphasis on reading where there is a full-time Director. Correlations were calculated on these variables for full-time status vs. teacher opinion according to the local district Director, and according to the District Superintendent/Assistant Superintendent for Instruction. For the local Director, Kendall's Tau B = -.234, significance = .013. For the District Superintendent, Kendall's Tau B = -.442, significance = 0.0. An analysis of variance was calculated on full-time status vs. teachers' own expression of opinion. For the teachers, $F = 4.27$ (1,89), significance = .05;
- Full-time local Directors indicate more than part-time Directors the need for a larger budget for Right to Read activities (Kendall's Tau B = .181, significance = .043). This finding is consistent with the previous one in that when more activity is taking place, more money is probably being spent;
- Another consistent finding is that more teachers resent the authority of the local district Right to Read Director when the Director holds a full-time position (Kendall's Tau B = -.27, significance = .0049);

- In general, one of the improvements suggested for training is more training for teachers from the State (see Chapter 11). Yet, where there is a full-time Director, State provided training for teachers is not a requirement according to the local Director (Kendall's Tau B = .195, significance = .069). The District Superintendent/Assistant Superintendent for Instruction also indicates that less teacher training and technical assistance are needed from the State when there is a full-time local district Director (Kendall's Tau B = .193, signifance = .034 for less training for teachers, and Kendall's Tau B = .165, significance = .059 for less technical assistance). Principals with full-time Directors perceive that they need less training for their teachers. (Analysis of Variance F = 4.44 (1,89), significance = .05). There is a significant Analysis of Variance between teachers in the districts where there is a full-time Director vs. part-time Director districts on training of teachers. Teachers in districts with a full-time Director express the need for training other teachers in their district more often, which indicates approval of their own training. F = 6.8 (1,89), significance = .05;
- Where District Superintendents/Assistant Superintendents for Instruction indicate program success is due to funding, the local Directors are part-time in every case. Where they indicate that program success is due to persons implementing or admininstering the program, Directors are either part-time or full-time. (Kendall's Tau B = .216, significance = .02); and
- Another point of interest is that all full-time Directors have a Master's Degree or better, where 20 percent of the part-time Directors hold a B.A. or B.S. as their highest educational degree.

F. Summary

The following statements can be made concerning the State and local district Right to Read Directors:

- one third of the State Right to Read Directors indicate no prior experience in reading;
- while most State Right to Read Directors are full-time Directors, most local Directors are part-time;
- local district Directors who report directly to the District Superintendent/Assistant Superintendent for Instruction have a position of greater authority than those who report to a principal;

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- the major problems with the role of the local Director as it presently exists are lack of full-time status and lack of staff support; and
- districts in which there is a full-time local Director report more emphasis on reading, higher student scores, and fewer problems implementing the program.

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3

PROGRAM OBJECTIVES

To what extent have the SEAs developed a comprehensive plan of action which addresses objectives stated in measurable terms and provision for their assessment?

Under the Rules and Regulations, subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975, State applications:

> "must set forth: (i) Specific and measurable objectives which will contribute to the elimination of illiteracy within the State; (ii) a proposed timeframe for accomplishing such objectives; (iii) an explanation of proposed procedures and strategies for accomplishing such objectives; and (iv) an evaluation component providing for the collection, verification, and analysis of data to measure the extent to which such objectives are accomplished by the project."

There are no formal stipulations concerning measurable objectives in the new Title VII - National Reading Improvement legislation.

A. National Program Objectives

The formal agreement the Right to Read States have with the Office of Education obligates them to accomplish the objectives of the National Right to Read Program. These objectives, referred to as "a series of critical activities", have been classified into 12 major categories for analysis purposes. These categories, along with their operational definition for this report, are as follows:

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- Statewide organization and coordination. These activities include developing a State administrative organization for Right to Read, coordinating all the State's reading programs, and organizing the activities between the State and local levels;
- Reading as a top priority. States are called upon to establish reading as a top priority area in the State Education Agency through public commitments by top officials;
- Planning. Activities in this area include developing and updating a State comprehensive plan, and determining the strategies for reaching the goals and objectives of the program;
- Needs assessment. This area includes statewide surveys, studies, or tests to determine the needs of students, teachers, or institutions in the area of reading;
- Reading programs. States are asked to identify and validate exemplary or promising reading programs as a means of enhancing the awareness, adoption, or replication of successful practices;
- Training. A major component of a State Right to Read Program is the conduct of training in reading program development for administrators who became Right to Read Directors in their local school districts, or who support the program while functioning as a principal or other type of school administrator;
- Technical assistance. This category includes the provision of consultants to help districts to develop and implement their Right to Read Programs. Also included are workshops and conferences on the Right to Read effort sponsored by the State;
- Dissemination. These activities include the publication and statewide distribution of newsletters, articles, and other information on Right to Read activities;
- Amassing public and professional support. Most States have sought commitments and support from educational organizations, businesses, civic groups, parent organizations and other interested persons or groups;
- Teacher certification. This area includes efforts to evaluate and upgrade teacher preparation for reading, primarily through establishing or raising certification requirements for reading teachers, reading specialists, and/or administrators;

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- Criteria of Excellence. States establish these criteria to indicate the goals and competencies required for a successful Right to Read Program, particularly as they apply to local school districts; and
- Evaluation. This area includes the statewide evaluation of the success of the Right to Read Program through surveys, site visits, or reports of progress supplied by participating school districts.

B. State Program Objectives

In a separate study performed prior to data collection, an analysis was performed of the objectives of each State's Right to Read Program as made available in the National Right to Read files at the U.S. Office of Education.

This study included the 31 States that had been in the Right to Read Program for at least one year at the time of data analysis. Data were collected to determine the areas of activity on which States were planning to focus their Right to Read Program efforts. The measurability and feasibility of the planned activities were also determined.

Table 3.1 summarizes the activities planned by the individual States as reflected in the various State Right to Read Program objectives. Table 3.2 illustrates the criteria used to determine measurability and feasibility, and the number of States achieving these criteria.

C. Data Obtained from Survey Questionnaires

There are many similarities between the objectives cited in A and B and the remaining chapters of this report. The balance of this chapter discusses data which were obtained from the survey questionnaires, and which deal with other aspects of the objectives, such as (1) State and local district level reports of satisfaction with program objectives, (2) State and local level reports of dissatisfaction with program objectives, (3) information relating to modification of Right to Read objectives as a result of evaluation data, (4) Right to Read Task

TABLE 3.1: MAJOR AREAS OF ACTIVITY REFLECTED IN STATE OBJECTIVES

AREA OF ACTIVITY	NUMBER OF STATES PLANNING SIGNIFICANT ACTIVITIES IN THESE AREAS	PERCENT OF STATES
Statewide Organization and Coordination	28	91
Reading as Top Priority	14	45
Planning	20	65
Needs Assessment	25	80
Reading Program Adoption of Development	21	68
Training	29	94
Technical Assistance	29	94
Dissemination	28	91
Amassing Public and Professional Support	30	97
Teacher Certification	14	45
Criteria of Excellence	22	71
Evaluation	26	84

TABLE 3.2: MEASURABILITY AND FEASIBILITY OF STATE OBJECTIVES

CHARACTERISTIC	NUMBER OF STATES WHOSE OBJECTIVES HAVE THAT CHARACTERISTIC	PERCENT OF STATES
Target Dates	25	80
Sufficient Detail in Activities	26	83
Measurable Behaviors	25	80
Documentation Sources	16	52
Quantitative Indicators	16	52
Feasibility	27	87

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Force and Advisory Council emphasis on objectives, and (5) ratings by State level personnel of the five most important and five least important objectives for success of the Right to Read Program.

1. State and Local Level Reports of Satisfaction with Right to Read Objectives

The establishment of goals and objectives and the development of strategies to achieve them is regarded as one of the five most important National objectives in the State by 32 percent (10) of the Chief State School Officers, 39 percent (12) of the State Assistant Superintendents for Instruction, and 52 percent (16) of the State Right to Read Directors (see Table 3.3).

Criteria of excellence were developed as a mechanism to indicate the program goals, objectives and competencies required for a successful program at the local level. General satisfaction across levels has been expressed with respect to these criteria. Forty percent (15) of the State Assistant Superintendents for Instruction, 74 percent (23) of the State Right to Read Directors, 66 percent (60) of the local district Right to Read Directors interviewed on-site, and 59 percent (408) of the Directors surveyed by mail rated the State as excellent in the development of the criteria of excellence. Forty-eight percent (38) of the District Superintendents/ Assistant Superintendents for Instruction, on the other hand, felt the criteria of excellence were in need of some improvement.

Teachers were in general agreement that the criteria of excellence or goals and objectives of Right to Read are in agreement with their teaching objectives. Sixty-nine percent (564) of them report satisfaction with these goals. Furthermore, 56 percent (464) of them report the methods of teaching reading espoused by Right to to Read are in accordance with their own.

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TABLE 3.3: RATINGS OF NATIONAL OBJECTIVES CONSIDERED MOST IMPORTANT FOR THE SUCCESS OF THE STATE RIGHT TO READ PROGRAM

NATIONAL RIGHT TO READ OBJECTIVES	CSSO*		SRTR		SASI	
	Freq	Pct	Freq	Pct	Freq	Pct
1. Develop a comprehensive plan to encompass all activities to move toward the elimination of illiteracy.	18	58	17	55	20	65
2. Assess the needs, resources, and direction of reading in the State Agency in relation to the Right to Read Program.	4	13	5	16	11	35
3. Conduct a Statewide assessment of the state-of-the-art of reading.	3	10	10	32	9	29
4. Establish goals and objectives and develop strategies for reaching them.	10	32	16	52	12	39
5. Devise a system to deliver organizational and instructional strategies between State and local educational agencies.	13	42	13	42	14	45
6. Select local educational agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation.	3	10	3	10	3	10
7. Provide training for local educational agency Right to Read Directors.	22	71	22	71	15	48
8. Assist local educational agencies in assessing needs of pupils, teachers, and institutions, and aid them in building and evaluating reading programs using appropriate Right to Read materials.	12	39	12	39	16	52
9. Establish a "Standard of Excellence" to provide criteria for reading program development and evaluation for local school districts.	10	32	20	65	6	19
10. Provide technical assistance in the areas of assessment, planning, building and operating reading programs, and in evaluating program results.	14	45	18	58	13	42
11. Identify, validate, and disseminate promising programs developed within the State.	8	26	4	13	7	23
12. Develop State Right to Read dissemination vehicles.	3	10	4	13	2	7
13. Sponsor State conferences and workshops on Right to Read.	5	16	3	10	10	32
14. Develop multiplier effects in Right to Read by encouraging cooperation across agencies at the State and local levels.	12	39	11	35	7	23
15. Use Right to Read materials to involve the educational community and the private sector in the process of reading and in State and community level volunteer activity.	2	7	2	7	4	13
16. Review and evaluate teacher certification requirements with respect to reading and urge reform if necessary	5	16	5	16	1	3

*CSSO = Chief State School Officer
SRTR = State Right to Read Director
SASI = State Assistant Superintendent for Instruction

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2. State and Local Level Reports of Dissatisfaction with Right to Read Objectives

To facilitate consensus or acceptance of a program such as Right to Read and enhance its possibility of success, its goals and objectives must be clearly defined and understood at all levels. Therefore, tha amount of resistance to, or dissatisfaction with these goals and objectives was examined.

Seven percent (2) of the State Right to Read Directors expressed some dissatisfaction with the program objectives. Another 10 percent (3), though they did not express any dissatisfaction, did report that one of the problems which has arisen in the State as a result of Right to Read has been a conflict between Right to Read and other State objectives affecting reading. At the local level, three percent (3) of the District Superintendents/Assistant Superintendents for Instruction, three percent (3) of the local district Right to Read Directors interviewed on site, four percent (6) of the principals, and seven percent (58) of the teachers expressed dissatisfaction or conflict with the Right to Read objectives.

3. Information Relating to Modification of Right to Read Objectives as a Result of Evaluation Data

Thirty-six percent (33) of the local district Right to Read Directors interviewed on-site, and 17 percent (118) of those surveyed by mail have conducted a formal evaluation to determine the measurability of their program objectives. Fifteen percent (14) of the on-site Directors and four percent (26) of the mail survey Directors have modified their objectives to make them more measurable and specific.

Eighteen percent (16) of the District Superintendents/ Assistant Superintendents for Instruction report that Right to Read objectives have been revised or modified as a direct result of the evaluation data.

4. Task Force's and Advisory Council's Emphasis on Program Objectives

The State Right to Read Task Forces are generally involved in the defining of criteria of excellence for the Right to Read Program. This activity, according to 42 percent (13) of the State Right to Read Directors, is a major area of emphasis for the Task Force. However, the advising in the actual development of program objectives is a lesser priority item for the Task Force. Twenty-six percent (8) of the State Directors cite this activity as a major area of emphasis for the Task Force.

Sixty-one percent (19) of the State Right to Read Directors report that reviewing and approving criteria of excellence is a major area of emphasis for the Advisory Council. As with the Right to Read Task Force, the advising in the development of program objectives is a lesser priority item for the Advisory Council. Twenty-nine percent (9) of the State Directors report that this activity is a major area of emphasis for the Advisory Council.

5. State-Level Ratings of the Sixteen National Objectives

The 16 National objectives were rated by the Chief State School Officer, the State Right to Read Director, and the State Assistant Superintendent for Instruction. Each of these respondents selected the five objectives considered the most important for the success of the Right to Read Program in the State, and the five objectives considered the least important for success. Tables 3.3 and 3.4 illustrate these ratings.

D. Summary

State and local district personnel report general satisfaction with the National Right to Read objectives and with the individual States' program objectives. The majority of States have developed measurable and feasible objectives.

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TABLE 3.4: RATINGS OF NATIONAL OBJECTIVES CONSIDERED LEAST IMPORTANT FOR THE SUCCESS OF THE STATE RIGHT TO READ PROGRAM

NATIONAL RIGHT TO READ OBJECTIVES	CSSO*		SRTR		SASI	
	Freq	Pct	Freq	Pct	Freq	Pct
1. Develop a comprehensive plan to encompass all activities to move toward the elimination of illiteracy.	3	10	2	7	7	23
2. Assess the needs, resources, and direction of reading in the State Agency in relation to the Right to Read Program.	10	32	10	32	5	16
3. Conduct a Statewide assessment of the state-of-the-art of reading.	10	32	9	29	11	35
4. Establish goals and objectives and develop strategies for reaching them.	4	13	2	7	3	10
5. Devise a system to deliver organizational and instructional strategies between State and local educational agencies.	7	23	7	23	7	23
6. Select local educational agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation.	11	35	15	48	15	48
7. Provide training for local educational agency Right to Read Directors.	5	16	1	3	0	0
8. Assist local educational agencies in assessing needs of pupils, teachers, and institutions, and aid them in building and evaluating reading programs using appropriate Right to Read materials.	5	16	6	19	1	3
9. Establish a "Standard of Excellence" to provide criteria for reading program development and evaluation for local school districts.	7	23	4	13	14	45
10. Provide technical assistance in the areas of assessment, planning, building and operating reading programs, and in evaluating program results.	3	10	1	3	4	13
11. Identify, validate, and disseminate promising programs developed within the State.	9	29	16	52	11	35
12. Develop State Right to Read dissemination vehicles.	13	42	12	39	12	39
13. Sponsor State conferences and workshops on Right to Read.	12	39	14	45	8	26
14. Develop multiplier effects in Right to Read by encouraging cooperation across agencies at the State and local levels.	8	26	4	13	8	26
15. Use Right to Read materials to involve the educational community and the private sector in the process of reading and in State and community level volunteer activity.	20	65	16	52	14	45
16. Review and evaluate teacher certification requirements with respect to reading and urge reform if necessary.	16	52	14	45	19	61

*CSSO = Chief State School Officer
SRTR = State Right to Read Director
SASI = State Assistant Superintendent for Instruction

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From a comparison of the tables of ratings of the National objectives and the summary of activities in the various State objectives, it appears that the following are the most important activities for the success of the State Right to Read Program according to the State personnel:

- providing technical assistance;
- providing training;
- establishing a standard of excellence and evaluation; and
- developing a comprehensive plan or statewide organization.

The following activities were stressed by many of the States in their State objectives (see Table 3.1) but were not rated among the five most important objectives by the State-level personnel (see Table 3.3):

- needs assessment;
- dissemination; and
- amassing public and professional support.

Reviewing teacher certification requirements was not considered one of the five most important activities by any of the groups discussed in this chapter.

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4

TASK FORCE

To what extent are the SEAs coordinating their reading program efforts by means of a Right to Read Task Force? What are the coordinating activities and evidence of their success?

Under the Rules and Regulations, subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975, it was stipulated that:

> "(i) The grantee shall establish a State agency Task Force consisting of representatives of all programs within the State Educational Agency involving or related to reading activities.
>
> (ii) The Task Force shall serve as a means of securing collaboration, with respect to the planning and implementation of the project assisted persuant to this subpart, among representatives of different programs within the State agency involving or related to reading activities and also as a means for insuring that the project is effectively coordinated with other reading activities of the State Educational Agency."

Under the Rules and Regulations for the New Title VII - National Reading Improvement Act there are no stipulations regarding a Task Force.

A. Description of State Right to Read Task Force

The State Right to Read Task Force typically is an in-house working committee essentially comprised of personnel in the State

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Educational Agency. Its main purpose for existence is the coordination of reading program efforts in the SEA. Ten percent (3) of the States have no Task Force. Table 4.1 illustrates the degree of emphasis the Task Forces place on various activities. Sixty-eight percent (21) of the State Directors indicate that coordinating Right to Read with other reading programs is a major area of emphasis for the State Task Force. Ten percent (3) indicate it is not dealt with at all by the Task Force. Another area of interest for the Task Force is dissemination, which 55 percent (17) of the Directors cite as a major area of emphasis. Dissemination, and its relationship to Task Force activities, is discussed in Chapter 8.

These statements by the Director are corroborated by the composition of the State Task Forces illustrated in Table 4.2. Representatives from State Right to Read personnel and Title I personnel are on the Task Forces of 84 percent (26) of the States. This indicates the allegiance between Right to Read and Title I of the Elementary and Secondary Education Act in many States.

B. Coordination Activities of Task Force

Objective measures of the extent of coordination activities include the following information:

- the median number of hours spent by the State Director working with the Task Force is 0.5 hours per week (see Table 4.3) or 2 hours a month;
- thirty-two percent (9) of the State Adult Basic Education Directors are members of the Right to Read Task Force;
- one State Director indicates that the Task Force was involved in her/his selection as Director; and
- nineteen percent (6) of the State Assistant Superintendents for Instruction are members of the Right to Read Task Force, yet 42 percent (13) report they spend a great deal of time coordinating existing reading funds with Right to Read funds. These facts indicate that coordination activities at the State level are taking place outside the aegis of the Task Force.

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TABLE 4.1: AREAS OF EMPHASIS OF TASK FORCE ACTIVITIES

ACTIVITY	MAJOR AREA OF EMPHASIS		EMPHASIZED SOMEWHAT		NOT DEALT WITH AT ALL		NO RESPONSE	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
Reviewing Right to Read proposals and plans	5	16	12	39	9	29	5	16
Generating Right to Read proposals and plans	5	16	11	36	11	36	4	13
Defining criteria of excellence	13	42	3	10	11	36	4	13
Evaluating the Right to Read Program	10	32	7	23	10	32	4	13
Amassing public support	8	26	15	48	6	19	2	7
Disseminating Right to Read information	17	55	9	29	3	10	2	7
Making recommendations on selecting textbooks and materials	1	3	4	13	21	68	5	16
Advising in the development of objectives	8	26	11	36	8	26	4	13
Advising in the development of curricula	7	23	9	29	10	32	5	16
Coordinating Right to Read with other reading programs	21	68	5	16	3	10	2	7
Coordinating reading funds	10	32	6	19	10	32	5	16
Other	3	10	1	3				

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TABLE 4.2: COMPOSITION OF STATE RIGHT TO READ TASK FORCE

RIGHT TO READ TASK FORCE REPRESENTATION	FREQUENCY	PERCENT
There is no Task Force	3	10
Reading specialists	21	68
Curriculum specialists	18	58
Library personnel	21	68
Adult Basic Education personnel	21	68
State Right to Read personnel	26	84
Title I, Elementary and Secondary Education Act personnel	26	84
Title II, Elementary and Secondary Education Act personnel	19	61
Title III, Elementary and Secondary Education Act personnel	21	68
Title III, National Defense Education Act personnel	16	52
Title IV, Elementary and Secondary Education Act personnel	11	36
Title V, Elementary and Secondary Education Act personnel	11	36
Title VII, Elementary and Secondary Education Act personnel	11	36
Emergency School Aid Act personnel	6	19
Special education personnel	19	61
Vocational education personnel	15	48
Career education personnel	11	36
Other State Educational Agency personnel	14	45

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TABLE 4.3: HOURS PER WEEK THE STATE RIGHT TO READ DIRECTOR SPENDS WORKING WITH THE RIGHT TO READ TASK FORCE

HOURS/WEEK	FREQUENCY	CUMULATIVE PERCENT
0	10	32.3
1	15	80.6
2	3	90.3
4	1	93.5
5	1	96.8
UNSPECIFIED	1	100.0
TOTAL	31	100.0

TABLE 4.4: COORDINATION ACTIVITIES THAT HAVE OCCURRED BETWEEN RIGHT TO READ AND OTHER READING PROGRAMS ACCORDING TO THE STATE ASSISTANT SUPERINTENDENT FOR INSTRUCTION

COORDINATION ACTIVITY	FREQUENCY	PERCENT
Coordination of planning	29	93
Coordination of evaluation	22	71
Coordination of funds	22	71
Coordination of personnel	24	77
Coordination of curricula	25	81
Coordination of training	28	90
Other	3	10
None	0	0

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Table 4.4 illustrates the types of coordination activities occurring between Right to Read and other reading programs, according to the State Assistant Superintendent for Instruction.

Table 4.5 illustrates the areas with which Right to Read is coordinated at the State level according to the State Right to Read Director. Although 32 percent (10) of the State Adult Basic Education Directors are members of the Task Force, 90 percent (28) of the State Right to Read Directors report coordination activities with "adult literacy". In addition, 77 percent (24) of the Directors report coordination activities with "disadvantaged," yet 84 percent (26) of the Task Forces have Title I personnel as members. This indicates another aspect of State level coordination activities in addition to or replacing coordination activities of the Task Force. Table 4.6 shows the same coordinational activities of Right to Read reported by the State Assistant Superintendent for Instruction

Tables 4.5 and 4.6 are related in Table 4.7 which shows the correlations between the State Right to Read Director's and the State Assistant Superintendent for Instruction's estimations of coordination activities that have taken place between Right to Read and other areas. There is significant agreement on only half the items, indicating a difference of opinion regarding coordination activities within the SEA.

Other evidence of coordination is demonstrated by examining the groups of persons who planned State needs assessments. Sixty-eight percent (21) of the States included SEA personnel other than the Right to Read staff in needs assessment activities, 48 percent (15) included reading specialists, and 45 percent (14) included the State Director of Evaluation and/or evaluators from colleges or universities in planning needs assessments. A more descriptive listing of groups included in needs assessment activities is presented in Chapter 12.

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TABLE 4.5: COORDINATION ACTIVITIES REPORTED BY THE STATE RIGHT TO READ DIRECTORS

AREA OF COORDINATION	FREQUENCY	PERCENT
Vocational education	14	45
Consumer education	4	13
Career education	10	32
Gifted	12	39
Slow achiever	16	52
Educable mentally retarded	11	35
Learning disabilities	16	52
Behavior disorders	5	16
Adult literacy	28	90
Disadvantaged	24	77
Bilingual	21	68
Handicapped	12	39
Pre-school	20	65

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TABLE 4.6: COORDINATION ACTIVITIES REPORTED BY THE STATE ASSISTANT SUPERINTENDENTS OF INSTRUCTION

AREA OF COORDINATION	FREQUENCY	PERCENT
Vocational education	17	55
Consumer education	8	26
Career education	17	55
Gifted	12	39
Slow achiever	18	58
Educable mentally retarded	14	45
Learning disabilities	19	61
Behavior disorders	10	32
Adult literacy	23	74
Pre-school children	17	55
Other	6	19

TABLE 4.7: CORRELATION BETWEEN STATE RIGHT TO READ DIRECTOR AND STATE ASSISTANT SUPERINTENDENT FOR INSTRUCTION CONCERNING COORDINATION ACTIVITIES BETWEEN RIGHT TO READ AND OTHER AREAS

AREA OF COORDINATION	CORRELATION	SIGNIFICANCE
Vocational Education	0.56	0.001
Behavior Disorders	0.45	0.007
Consumer Education	0.65	0.0002
Pre-School	0.41	0.01
Learning Disabilities	0.29	0.06
Adult Literacy	0.19	n.s.
Career Education	0.07	n.s.
Gifted	0.05	n.s.
Slow Achiever	0.22	n.s.
Educable Mentally Retarded	0.00	n.s.

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Sixty-one percent (19) of the State Right to Read Directors and 65 percent (20) of the State Assistant Superintendents for Instruction report that bills have been introduced in or been passed by the State Legislature that might affect the Right to Read Program. This is an indication of coordination of Right to Read with the legislative branch of the State government. In addition, 45 percent (14) of the State Assistant Superintendents for Instruction state that in the past year they have participated to a great extent in coordinating existing reading funds with Right to Read funds. Forty-two percent (13) reported the same for reading curriculum.

C. Subjective Assessments of Task Force Effectiveness

Several subjective measures of Task Force effectiveness are available. First, State Right to Read Directors were asked to determine how Right to Read could be improved at the State level. Forty-two percent (13) of them responded that more involvement in and support of Right to Read are needed from the SEA administration, 29 percent (9) reported that more involvement and support are needed from the State Board of Education, and 19 percent (6) stated that more involvement and support are needed from the Chief State School Officer. One Director wrote in the response "Right to Read needs more visibility at the SEA." These data indicate an awareness on the part of the State Right to Read Director of the need for more coordination activities at the State level.

Second, the State Assistant Superintendent for Instruction, the District Superintendent/Assistant Superintendent for Instruction, and the local district Right to Read Director were asked to rank several activities as to how essential they were for success of the Right to Read Program in the State or district respectively. Table 4.8 gives the ranking of "planning and coordinating of all reading activities" for these respondents. The data presented in this table indicate that the most popular rankings for this activity are 3 and 4, on a scale of 1 to 8,

TABLE 4.8: RANKINGS OF THE STATE ACTIVITY "PLANNING AND COORDINATING OF ALL READING ACTIVITIES" FOR SUCCESS OF THE RIGHT TO READ PROGRAM

RESPONDENT	RANK							
	1	2	3	4	5	6	7	8
State Assistant Superintendent for Instruction	10%(3)*	10%(3)	19%(6)	10%(3)	10%(3)	10%(3)	10%(3)	10%(3)
District Superintendent/Assistant Superintendent	5%(5)	15%(14)	23%(21)	20%(18)	13%(12)	8%(7)	8%(7)	5%(5)
Local Right to Read Director (mail-out)	6%(41)	9%(59)	19%(113)	16%(111)	16%(108)	12%(85)	7%(49)	3%(17)
Average Percent	7	11	20	15	13	10	8	6

* Numbers in parentheses are frequencies

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where 1 is most important, and 8 is least important.

Finally, six classes of respondents were asked to rate several areas of the Right to Read Program. Table 4.9 displays the results from respondents who rated the activities underlying modifying non-Right to Read reading programs to fit the Right to Read Program as excellent.

D. Summary

Various respondents report in the subjective rankings that coordination activities of the Task Force could be improved, and that coordination activities are somewhat higher than average in level of importance. Moreover, data from the State Right to Read Director and State Assistant Superintendent for Instruction indicate that coordinational activities are primarily carried on by these officials, rather than by the Task Force.

TABLE 4.9: RESPONDENTS RATING STATE EFFORTS TO MODIFY NON-RIGHT TO READ READING PROGRAMS TO FIT THE RIGHT TO READ EFFORT "EXCELLENT"

RESPONDENT	FREQUENCY	PERCENT
State Right to Read Director	7	23
State Assistant Superintendent for Instruction	1	3
Chairperson State Right to Read Advisory Council	8	28
Director State Adult Basic Education	7	25
Local District Right to Read Director (mail-out)	116	17
Local District Right to Read Director (on-site)	27	30
District Superintendent/ Assistant Superintendent for Instruction	16	18

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5

ADVISORY COUNCIL

What are the functions of the various State Advisory Councils and to what extent are they functioning effectively?

Table 5.1 illustrates the Rules and Regulations governing the Advisory Council under subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975 (Rules and Regulations), and the guidelines for Advisory Councils under the new Title VII - National Reading Improvement Act (New Rules). The requirement for an Advisory Council under the Title VII legislation is stipulated in Part A - Reading Improvement Projects, but it is also stipulated in the legislation that the same Advisory Council may be used for Part B - State Reading Improvement Program grants.

A. Description of the State Right to Read Advisory Council

Eighty-four percent (26) of the States visited in this study have Right to Read Advisory Councils. The typical Right to Read Advisory Council consists of eight men and ten women. Of this group there are approximately 16 Whites, one Black, and One Hispanic, Asian or Pacific Islander, or American Indian or Alaskan native. Approximately two are teachers, one is a reading specialist, two come from institutions of higher education, two are local district administrative personnel, one is a PTA/PTO representative, and ten come from other miscellaneous areas. A large proportion of the Advisory Council Chairpersons (46 percent or 12 out of 26) are local district administrative or institution

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TABLE 5.1: RULES AND REGULATIONS GOVERNING STATE ADVISORY COUNCILS

RIGHT TO READ RULES AND REGULATIONS	TITLE VII - NATIONAL READING IMPROVEMENT REGULATIONS
(i) The grantee shall appoint an advisory council consisting of representatives of the following institutions, groups, or interests within the State: A. Reading programs of local educational agencies; B. professional educational organizations; C. the State legislature; D. the Governor's office; E. business and industry; and F. other public and private educational service and cultural organizations.	(i) (Establish) and (appoint) an an advisory council on reading broadly representative of the educational resources and of the State, including but not limited to persons representative of: (A) Public and private non-profit elementary and secondary schools; (B) institutions of higher education; (C) parents of elementary and secondary school children; and (D) areas of professional competence relating to instruction in reading.
(ii) The advisory council must be equitably representative of women and of racial and ethnic minority groups within the state.	(ii) The council has been provided with an opportunity to receive and designate priorities among applications for grants.
(iii) The advisory council shall serve as an advisory body in planning; implementing, and evaluating the project and in providing for its coordination with other reading activities of local educational agencies and other schools within the state.	(iii) The standard of excellence will be developed by the State educational agency with the advise of the State advisory ccuncil on reading.

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of higher education personnel. Only two out of 26 Chairpersons are State Right to Read personnel.

The above facts indicate that the members of the State Advisory Councils are not representative of the groups in the State that they are intended to serve. Therefore, the composition of the Advisory Council does not match the requirements stipulated in the Rules and Regulations or the New Rules. To corroborate this fact, Table 5.2 indicates that 24 percent (7) of the Chairpersons chose "increase representation of minority groups and/or women" as a needed improvement for the Advisory Council.

The median number of months the Advisory Councils have been in existence is 25 (see Table 5.3). When compared to Tables 2.9 and 2.10 (median length of service of State Right to Read Directors and median length of time States have been participating in Right to Read), this means that the typical Advisory Council was formed eight months after the inception of the Right to Read program and two months after the Right to Read Director assumed his position.

Of the 26 Right to Read Advisory Councils 85 percent (22) of them report to the State Right to Read Director, and 45 percent (10) of them report to the Chief State School Officer in addition to, or in place of the State Right to Read Director. In addition, 65 percent (17) of the Advisory Councils had their members selected by the Chief State School Officer and/or the State Right to Read Director.

The median number of times the Right to Read Advisory Council meets a year is 3.5 (see Table 5.4), and the Chairperson spends a median amount of 11 days per year on Right to Read activities (see Table 5.5). Seventy-seven percent (20) of the Chairpersons report that their council meetings are always open to the public. There is an average of 1.5 non-members in attendance at the typical Advisory Council meeting.

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TABLE 5.2: IMPROVEMENTS SELECTED BY CHAIRPERSON, STATE RIGHT TO READ ADVISORY COUNCIL

IMPROVEMENTS TO ADVISORY COUNCIL	FREQUENCY	PERCENT
No improvements necessary	4	14
Increase decision-making responsibilities of Council	7	24
Decrease decision-making responsibilities of Council	0	0
Report to another person	0	0
Increase size of Council	3	10
Decrease size of Council	0	0
Increase representation of minority groups and/or women	7	24
Recruit members with more professional experience in the field of reading	4	14
Recruit more members from outside professional reading field	8	28
Meet more frequently	4	14
Get the public to contribute more ideas and support to the Council	17	59
Other	9	31

5.4

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TABLE 5.3: NUMBER OF MONTHS STATE RIGHT TO READ ADVISORY COUNCILS HAVE BEEN IN EXISTENCE

MONTHS		FREQUENCY	CUMULATIVE PERCENT
	0	4	13.8
	7	1	17.2
	12	3	27.6
	18	1	31.0
(median)	24	5	48.3
	26	1	51.7
	28	2	58.6
	29	1	62.1
	30	3	72.4
	33	1	75.9
	34	1	79.3
	36	4	93.1
	40	1	96.6
	63	1	100.0
TOTAL		29	100.0

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TABLE 5.4: NUMBER OF TIMES PER YEAR RIGHT TO READ ADVISORY COUNCIL MEETS

NUMBER OF MEETINGS PER YEAR	FREQUENCY	CUMULATIVE PERCENT
0	3	10.3
2	4	24.1
3 (median)	6	44.8
4	3	55.2
5	5	72.4
6	3	82.8
8	1	86.2
9	1	89.7
10	1	93.1
12	2	100.0
TOTAL	29	100.0

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TABLE 5.5: NUMBER OF DAYS PER YEAR ADVISORY COUNCIL CHAIRPERSON SPENDS ON RIGHT TO READ ACTIVITIES

NUMBER OF DAYS PER YEAR	FREQUENCY	CUMULATIVE PERCENT
0	3	10.3
3	1	13.8
4	1	17.2
5	1	20.7
7	3	31.0
8	1	34.5
9	1	37.9
10 (median)	3	48.3
12	2	55.2
13	2	62.1
20	3	72.4
25	2	79.3
30	4	93.1
33	1	96.6
35	1	100.0
TOTAL	29	100.0

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B. Functions of the Right to Read Advisory Council

The most important duties and responsibilities of the Right to Read Advisory Council according to the Advisory Council Chairperson are shown in Table 5.6. This table indicates that coordinational activities are not as important to the Advisory Council as are other activities and responsibilities.

The median number of hours per month the State Right to Read Director spends with the Advisory Council is four, with the maximum number of hours spent by any director at 20. No Advisory Council was involved in the selection of the State Right to Read Director, and 29 percent (9) of the Directors were formally introduced at Advisory Council meetings. Another indication of the lesser degree of importance placed on coordination activities by the Advisory Council is that 19 percent (6) of the State Assistant Superintendents for Instruction are members of the Advisory Council, and 36 percent (10) of the State Directors of Adult Basic Education are members.

C. Measures of Effective Functioning of the Advisory Council

One measure of effective functioning of the Advisory Council is the number of ways in which the Chairperson feels the Council could improve its contribution to the State Right to Read Program. The hypothesis is that a stated area of improvement is an area that the Chairperson feels is important for the Advisory Council to do well. Table 5.2 shows various improvements selected by the Chairpersons. Fourteen percent (4) of the Chairpersons feel no improvements are necessary. The improvement most often selected (get the public to contribute more ideas and support to the Council) relates very closely to the two most highly reported duties and responsibilities of the Council which are disseminating information to the public and amassing public support.

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TABLE 5.6: MOST IMPORTANT DUTIES AND RESPONSIBILITIES OF THE RIGHT TO READ ADVISORY COUNCIL

DUTIES	NUMBER OF CHAIRPERSONS SELECTING DUTY	PERCENT OF CHAIRPERSONS SELECTING DUTY
Disseminating Information to Public	15	58
Amassing Public Support	14	54
Defining Criteria of Excellence	13	50
Planning State Right to Read Program	12	46
Coordinating Right to Read With Other Reading Programs	11	42

TABLE 5.7: AREAS OF EMPHASIS OF LOCAL DISTRICT ADVISORY COUNCILS

ACTIVITY	MAJOR AREA OF EMPHASIS		EMPHASIZED SOMEWHAT		NOT DEALT WITH AT ALL	
	Freq	Pct	Freq	Pct	Freq	Pct
Reviewing Right to Read proposals and plans	120	35	153	44	52	15
Evaluating Right to Read Program	98	28	169	49	50	14
Amassing public support	80	23	166	48	73	21
Disseminating information	97	28	171	49	55	16
Making recommendations on selecting textbooks and materials	38	11	96	28	180	52
Advising in development of curricula	61	18	117	34	141	41
Listening to reports	60	17	184	53	73	21
Other	33	10	11	3	9	3

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A second measure of the effective functioning of the Advisory Council is the filtration of the concept of advisory councils to the local district level. Fifty-one percent (347) of the local district Right to Read Directors report the existence of a local district Right to Read Advisory Council. Table 5.7 indicates that the major areas of emphasis of the local Advisory Councils, dissemination and reviewing and/or evaluating the Right to Read Program, are very similar to those of the State Councils. In addition, 52 percent (357) of the local district Directors reported that they spend some time or a great deal of time working with local district Advisory Councils or Unit Task Forces.

The third measure of effective functioning of the Advisory Council is the rating by State level respondents with respect to how effectively the Right to Read Program has amassed public support, and how effectively dissemination activities have taken place. These two topics will be covered in detail in Chapters 8 and 9, and their effectiveness will be linked to the Advisory Council at that time.

D. Summary

While Advisory Councils exist in the majority of the States, their composition is not in accordance with guidelines stipulated by the Right to Read or Title VII rules and regulations.

The major activities in which Advisory Councils are involved are disseminating information to the public and amassing public support.

6

READING AS A TOP PRIORITY

What are the indicators of SEAs having established reading as a top priority, e.g. organizational visibility and support, additional State funding, resolutions and proclamations, formal recognition of the position of LEA Right to Read Director?

A. Indicators That Reading Has Been Established as a Top Priority

One major indicator of the establishment of reading as a top priority is the position of both the State and local district Right to Read Director in the respective SEA and LEA hierarchy. As illustrated in Chapter 2, both the State Right to Read Director and the local district Right to Read Director have been afforded positions in the SEA and LEA respectively in which they are in a position to coordinate reading efforts and thereby establish reading as a top priority.

Forty-eight percent (15) of the Right to Read Directors report that needs assessment data were used in requesting allocations of additional State funding for reading, 65 percent (20) report they were used in supplying information for other agencies or departments in the State, and 52 percent (16) state they were used in providing documentation for support of Right to Read by the State Department of Education. The utilization of needs assessment data to request additional State funding for reading, to supply information for other agencies or departments in the State, or to provide documentation for the support of Right to

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Read by the State Department of Education, is an indication that the subject of reading must be high priority or the expenditure created by this needs assessment would not be warranted.

B. State Level Subjective Ratings and Rankings of Reading as a Top Priority

Thirty-five percent (11) of the State Assistant Superintendents for Instruction gave establishing reading as a top priority rank 1, where 1 is high and 8 is low, in being essential for success of the Right to Read Program in the State, and 26 percent (8) gave it a rank of 2. In addition, Table 6.1 illustrates the various respondents who rated the State activities involved in supporting reading as a top priority as "excellent." Forty-five percent (14) of the State Right to Read Directors did not rate supporting reading as a top priority as excellent. This fact might indicate that the State Right to Read Director would like to see more support of reading as a top priority by other SEA personnel.

TABLE 6.1: RESPONDENTS WHO RATED STATE ACTIVITIES IN THE SUPPORT OF READING AS A TOP PRIORITY "EXCELLENT"

RESPONDENT	FREQUENCY	PERCENT
State Assistant Superintendent for Instruction	22	71
State Right to Read Director	17	55
Chairperson, State Advisory Council	23	79
Director of State Adult Basic Education	21	75

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C. Local District Activities in Support of Reading as a Top Priority

Forty-four percent (40) of the District Superintendents/Assistant Superintendents for Instruction cited providing documentation for the support of Right to Read or other district reading programs at the Board of Education level as a major use of needs assessment data. Forty-one percent (37) of them used needs assessment data in requesting funds for reading, and 44 percent (40) of them used needs assessment data in allocating funding priorities. Thus, needs assessment data were used to establish both curricular and financial priorities for reading at the local level as well.

D. Local District Level Perceptions of Reading as a Top Priority

Local district Right to Read Directors and District Superintendents for Instruction ranked and rated the State activities in support of reading as a top priority. Forty-nine percent (333) of the local district Directors (mail-out), 56 percent (51) of the local district Directors visited for on-site data collection, and 51 percent (46) of the District Superintendents/Assistant Superintendents for Instruction gave establishing reading as a top priority a rank of 1. This indicates the emphasis placed on supporting reading as a top priority at the local district level. In addition, 67 percent (462) of the mail-out local district Directors, 78 percent (71) of the on-site local district Directors, and 76 percent (29) of the District Superintendents/Assistant Superintendents for Instruction rated the State activities in support of reading as a top priority "excellent."

E. Affective Impact of Establishing Reading as a Top Priority

There have been significant changes attributable to Right to Read's emphasis on the establishment of reading as a top priority. Table 6.2 illustrates some of the major affective changes. Student, teacher, and administrator attitudes and involvement in reading are significantly improved.

TABLE 6.2: AFFECTIVE IMPACT OF ESTABLISHING READING AS A TOP PRIORITY

RIGHT TO READ PROGRAM HAS IMPROVED OR INCREASED	SRTR*		LRTR mail-out		LRTR On site		DSASI		Principal Director		Teacher	
	f**	%	f	%	f	%	f	%	f	%	f	%
Students' attitudes towards reading	27	87	491	71	80	88	72	79	122	78	528	65
Teachers' attitudes towards reading	31	100	560	81	81	89	81	89	128	81	583	71
Principals' attitudes towards reading	30	97	537	78	79	87	79	87	124	79	549	67
Students' time spent in reading	25	81	485	71	77	85	61	67	118	75	510	62
Student library and/or classroom book usage	28	90	470	68	79	87	63	69	116	74	494	60
Teachers' time spent in reading	23	74	483	70	67	74	68	75	114	73	469	57
Teachers' preparatory time for teaching reading	23	74	446	65	69	76	70	77	103	66	325	40
Teacher interaction with colleagues	31	100	570	83	86	93	82	90	136	87	573	70
Teacher interaction with administrators	31	100	533	78	85	93	81	89	123	78	528	65
Teacher demand for teacher aides	3	10	387	56	63	69	57	63	86	55	400	49
Principal/administrator time spent administering reading programs	28	90	408	59	68	75	74	81	104	66	461	56
Principal/administrator interaction with teachers	30	97	537	78	76	83	82	90	127	81	548	67
Principal/administrator interaction with students	22	71	360	52	60	66	59	65			313	38
Principal/administrator interaction with other administrators	29	93	394	57	70	77	79	87	102	65	369	45

SRTR*- State Right to Read Director
LRTR - Local Right to Read Director
DSASI - District Superintendent/Assistant Superintendent for Instruction

**f - frequency

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Also, Right to Read has expanded the variety of reading methods being used to teach reading. Table 6.3 illustrates this finding as reported by State and local level personnel.

Additionally, 87 percent (27) of the State Assistant Superintendents for Instruction report that much more enthusiam for reading exists since the inception of the Right to Read Program, 77 percent (24) state that teachers are more interested in teaching reading, and 58 percent (18) indicate that more money and supplies are available. Thirty-nine percent (35) of the District Superintendents/Assistant Superintendents for Instruction indicate that the Right to Read Program in their district has been very successful.

Over one third of the principals list greater awareness and improved attitude on the part of the teacher, awareness of the need for individual testing, and greater effort on the part of students as benefits of the Right to Read Program in their building. Finally, 61 percent (499) of the teachers state that Right to Read has led to greater experimentation in new or innovative methods of teaching reading, 59 percent (480) report it has provided more effective tools for assessing the needs of students, and 51 percent (420) indicate it has provided better, measurable objectives to conduct a reading program.

F. Summary

Both State and local district personnel have recognized the importance of establishing reading as a top priority. The State Right to Read Director indicates more support of reading as a top priority is needed in the SEA, but these activities receive a rating of "excellent" in most States by SEA personnel other than the State Director. Positive affective changes have been reported as a result of the establishment of reading as a top priority.

TABLE 6.3: CHANGES IN THE VARIETY OF READING METHODS BEING THAT ARE ATTRIBUTABLE TO RIGHT TO READ

RESPONDENT	EXPANDED THEM		RESTRICTED THEM		NOT CHANGED THEM	
	Freq	Pct	Freq	Pct	Freq	Pct
State Right to Read Director	22	71	0	0	9	29
Local District Right to Read Director (mail-out)	432	63	54	8	157	23
Local District Right to Read Director (on-site)	74	81	5	5	12	13
District Superintendent/ Assistant Superintendent for Instruction	68	75	3	3	16	18
Principal/Director	113	72	6	4	31	20
State Assistant Superintendent for Instruction	24	77	2	7	3	10

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7

TECHNICAL ASSISTANCE

To what extent are the SEA's delivering technical assistance to LEA projects in areas such as instruction/curriculum, program administration and organization development, resources and program support? What are the evidences of effectiveness?

The Rules and Regulations, subpart D - Right to Read Grant, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975 obligate State grantees under the following guidelines:

> " The provision of technical assistance of an exemplary nature and the dissemination of information in support of the development, organization, and administration of reading programs in local educational agencies and other elementary and secondary schools." Activities must include "the provision of technical assistance upon request", and, "the provision of follow-up technical assistance, upon request, to training program participants".

The new rules for the Title VII-National Reading Improvement Act, Part B - State Reading Improvement Programs, stipulate that the agreement between the Commissioner and the State Agency

> "provides for technical assistance and support services for local educational agencies participating in the program."

A. Description of Technical Assistance Activities at the State Level

The median hours the typical State Right to Read Director spends per week providing technical assistance to local districts

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is 5.5 (see Table 7.1). In Chapter 2 it was shown that the median hours the State Right to Read Director spends working on Right to Read activities is 38 hours per week. Thus, it can be estimated that almost 15 percent of the State Right to Read Director's time is spent providing technical assistance to local districts.

Technical assistance is a high priority area in the eyes of many of the State Right to Read Directors. Fifty eight percent (18) of the State Right to Read Directors rank providing technical assistance as one of the five most important objectives in their State for the success of the State Right to Read Program.

Table 7.2 illustrates the areas of technical assistance most frequently provided by the State to local school districts. Program planning and management, needs assessment, and individualizing instruction are the primary areas of emphasis in technical assistance that are provided to local districts. Table 7.3 illustrates the personnel involved in providing technical assistance to local districts. The provision of technical assistance to local districts is implemented through the use of many different groups of experts drawn from the SEA, the State Right to Read staff, and consultants.

One of the most frequent means of providing technical assistance to local districts is through State Right to Read workshops and/or conferences. Twenty-nine percent (9) of the State Directors indicate that local school district Right to Read Directors have attended more than 10 conferences and/or workshops in the past year; 45 percent (14) indicate that they have attended between four and ten, and 23 percent (7) indicate that they have attended three or less. Thus, according to the State Right to Read Director, almost three fourths of the local district Directors have attended at least four conferences and/or workshops in the past year.

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TABLE 7.1 NUMBER OF HOURS PER WEEK STATE RIGHT TO READ DIRECTORS SPEND PROVIDING TECHNICAL ASSISTANCE TO LOCAL DISTRICTS

HOURS/WEEK	FREQUENCY	CUMULATIVE PERCENT
0	3	9.7
1	3	19.4
2	5	35.5
3	1	38.7
5 (median)	3	48.4
6	3	58.1
8	4	71.0
9	1	74.2
10	3	83.9
15	1	87.1
16	1	90.3
64	1	93.5
Unspecified	2	100.0
TOTAL	31	100.0

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TABLE 7.2: AREAS IN WHICH THE STATE RIGHT TO READ PROGRAM MOST FREQUENTLY PROVIDES TECHNICAL ASSISTANCE TO LOCAL DISTRICTS

AREA OF TECHNICAL ASSISTANCE	FREQUENCY	PERCENT
Needs assessment	22	71
Program planning and management	29	94
Individualizing instruction	19	61
Amassing public support	13	42
Classroom management procedures	9	29
Installing a continuous progress organization	14	45
Tutor training	7	23
Developing a budget	1	3
Working with the private sector	1	3
General managerial skills	11	36
Parent training	2	7
Competency-based staff development	13	42
Policy guidance	4	13
Evaluation	10	32
Other	2	7

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TABLE 7.3: PERSONNEL INVOLVED IN THE PROVISION OF TECHNICAL ASSISTANCE TO LOCAL DISTRICTS

PERSONNEL	FREQUENCY	PERCENT
State Right to Read staff	30	97
Regional Right to Read Directors	20	65
Other State administrative personnel	21	68
Reading consultants	23	74
Other consultants	20	65
Staff or teachers from other State Educational Agencies	11	35
Staff or teachers from other school districts	24	77
National Right to Read staff	5	16
Institution of Higher Education Staff	4	12
Miscellaneous	2	8

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Table 7.4 shows the number of times State Right to Read Directors have spoken in local school districts at in-service workshops or similar activities, on topics related to reading instruction. Over half the State Right to Read Directors indicate that they have spoken in local school districts at least 50 times in the past year, yielding an average of at least one such speaking engagement a week. Thus, as indicated by the data gathered from the State Right to Read Director, there is considerable activity taking place in the provision of in-service workshops or similar activities.

B. Local District Level Perceptions of State-Provided Technical Assistance

At the local district level, the local district Right to Read Directors rated the quality of technical assistance their districts received from the State. Table 7.5 shows these ratings from the local Directors who responded to the mail survey. This table shows considerable difference of perception between local Directors concerning the quality of the technical assistance received indicating that the provision of technical assistance is not necessarily distributed according to need. Also, 39 percent (270) of the local Directors did not actively seek this technical assistance, and 46 percent (318) are provided with technical assistance they did not request.

Fifty-four percent (85) of the principals report that they received technical assistance from the State Right to Read staff, and 58 percent (476) of the teachers report the same. Forty-eight percent (327) of the local district Right to Read Directors, 47 percent (45) of the District Superintendents/Assistant Superintendents for Instruction, 45 percent (70) of the principals, and 48 percent (394) of the teachers indicate they would like more workshops, consultants, in-service training, and other forms of technical assistance from the State Right to Read Program.

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TABLE 7.4 NUMBER OF TIMES STATE RIGHT TO READ DIRECTORS HAVE SPOKEN IN LOCAL SCHOOL DISTRICTS ON TOPICS RELATED TO READING INSTRUCTION

NUMBER OF TIMES	FREQUENCY	PERCENT
0 - 9	4	13
10 - 49	11	35
50 - 99	4	13
100 - 200	8	26
More than 200	4	13

TABLE 7.5: LOCAL DISTRICT RIGHT TO READ DIRECTOR'S RATINGS OF TECHNICAL ASSISTANCE RECEIVED FROM THE STATE

AREA OF TECHNICAL ASSISTANCE	THE TECHNICAL ASSISTANCE RECEIVED FROM THE STATE WAS:							
	Fully Sufficient for district needs		Barely Sufficient for district needs		Not at all Sufficient for district needs		No Response	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
Individualizing instruction	377	55	159	23	91	13	60	9
Amassing public support	278	41	191	28	134	19	84	12
Training tutors	259	38	180	26	149	22	99	14
Working with the non-public school sector	188	27	113	16	185	27	201	29
Training in program management	366	53	150	22	88	13	83	12
Educating parents	241	35	203	29	147	21	96	14
Evaluating program	362	53	153	22	83	12	89	13

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This information is corroborated by the fact that 45 percent (309) of the local district Right to Read Directors and 43 percent (39) of the District Superintendents/Assistant Superintendents for Instruction rate technical assistance provided by the state as "some improvement needed." Four percent (28) of the Directors and four percent (4) of the Superintendents indicate that nothing has been done in their State in the area of technical assistance.

C. Comparison of Local District Perceptions to State Level Subjective Rankings and Ratings

In their rankings of activities as to how essential they are for the success of the Right to Read program in their district, 48 percent (330) of the local district Right to Read Directors (mail-out), 57 percent (52) of the local district Right to Read Directors (on-site), and 66 percent (59) of the District Superintendents/Assistant Superintendents for Instruction gave technical assistance a rank of 7 or 8, with 8 being the lowest rank. At the State level, only 10 percent (3) of the State Assistant Superintendents for Instruction ranked technical assistance 7 or 8. Thus, there is a difference between State and local level personnel with respect to the perception of the importance of technical assistance activities for the success of the Right to Read program.

In addition, ratings were provided at the State level concerning the quality of technical assistance provided to local district Right to Read programs. Sixty-five percent (20) of the State Assistant Superintendents for Instruction, 52 percent (15) of the Chairpersons, State Right to Read Advisory Council, 36 percent (10) of the State Adult Basic Education Directors, and 32 percent (10) of the State Right to Read Directors rate the technical assistance provided as excellent. Fifty-eight percent (18) of the State Right to Read Directors, 42 percent (13) of the State Assistant Superintendents for Instruction, and 45 percent (14) of the Chief State School

Officers rated providing technical assistance one of the five most important State objectives.

Thus, there is considerable fluctuation in terms of overall rankings and ratings. Analysis of the pattern of rankings and ratings indicates that the local district personnel are reporting that they need more technical assistance in areas they would like to specify, and that what they have received so far is inadequate. However, they are not allowing lack of effective technical assistance to interfere with the success of their district Right to Read Programs.

The technical assistance provided by the State is rated highly by the State Assistant Superintendent for Instruction and the Advisory Council Chairperson. The State Right to Read Director feels this area needs improvement. Fifty-eight percent (18) of the State Right to Read Directors feel that local districts need more workshops, consultants, in-service training and other forms of technical assistance. Also, 71 percent (22) of the State Right to Read Directors indicate that more support staff is needed for the Director to carry out responsibilities in technical assistance. Median support staff provided to State Right to Read Directors consists of one secretary.

These facts, in combination with the fact that 45 percent (14) of the State Right to Read Directors, 39 percent (12) of the Chief State School Officers, and 26 percent (8) of the State Assistant Superintendents for Instruction rank sponsoring State conferences and workshops as one of the five least important objectives in the State, indicate that workshops and conferences are not acceptable means of providing technical assistance. It would appear that the State and local district personnel are all expressing this opinion: conferences and workshops do not suffice, yet other forms of technical assistance are needed. And, what the State Director indicates is that workshops have been the primary method of providing technical assistance

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to the districts, and in order to provide alternative forms of technical assistance, more staff support is needed.

D. Technical Assistance Activities at the Local Level

At the local district level, data from the principals indicate that the local district Right to Read Director spends a median amount of 24 percent of the time spent in their building providing technical assistance to teachers (see Table 7.6). In addition, 53 percent (83) of the principals state that they have received technical assistance at one time or another from the district Right to Read staff. Table 7.7 illustrates the types of technical assistance that have been provided.

Fifty-eight percent (476) of the teachers state that they have received technical assistance from the district Right to Read Director or staff. Table 7.8, which may be compared to Table 7.6, illustrates areas of technical assistance teachers received. Thirty-two percent of the time the local district Right to Read Director visits a classroom, it is to provide technical assistance for the teacher.

In conjunction with the above, at least one fourth of the local district Directors (on-site) report that they spend a great deal of time training teachers, observing and supervising teachers, and/or instructing in remedial reading. Also, 41 percent (37) of the local district Right to Read Directors have had a great deal of participation in observing Right to Read classrooms. Forty percent (36) of the Directors report thay they have also involved principals to a great extent in this activity.

Conferences and workshops do not seem to be a major district level activity to provide technical assistance in spite of the fact that in two thirds of the districts conferences were used to initially involve teachers and/or principals in Right to Read. Fifty-five percent (87) of the principals have attended Right to Read conferences and/or workshops, yet the median days attended

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TABLE 7.6: PERCENT OF TIME LOCAL DISTRICT DIRECTOR SPENDS PROVIDING TECHNICAL ASSISTANCE

PERCENT OF TIME	FREQUENCY	CUMULATIVE PERCENT
0	28	18
3	1	18
5	4	21
7	1	22
8	1	22
10	22	36
12	1	37
13	1	38
15	5	41
20	10	47
(median) 24	1	48
25	11	55
30	7	59
33	3	61
35	5	64
40	6	68
45	1	69
46	1	69
49	1	70
50	17	81
55	1	82
60	4	84
70	2	85
75	5	89
80	5	92
85	3	94
90	4	96
95	1	97
98 or More	3	99
Unspecified	2	100
TOTAL	157	100

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TABLE 7.7: KINDS OF TECHNICAL ASSISTANCE PROVIDED TO SCHOOLS AS A RESULT OF THE RIGHT TO READ PROGRAM

TECHNICAL ASSISTANCE	FREQUENCY	PERCENT
Provision of outside consultants to work with your staff	76	48
Assistance for teachers who do not teach reading in the planning of curricula which incorporate the Right to Read strategy	56	36
Provision of training sessions for teachers	113	72
Provision of training sessions for administrators	77	49
Assistance in needs assessment	91	58
Assistance in evaluation	75	48
Assistance in diagnostic/prescriptive approach	87	55
Provision of curriculum materials	72	46
Other	18	11

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TABLE 7.8: TECHNICAL ASSISTANCE PROVIDED TO TEACHERS

AREAS OF TECHNICAL ASSISTANCE	FREQUENCY	PERCENT
Needs assessment	340	41
New and/or innovative approaches to teaching reading	412	50
Curriculum development in the area of reading	324	40
The teaching of subjects other than reading	205	25
Instructional materials and aids development	438	53
Evaluation of the school's Right to Read Program	232	28
Assistance in developing the diagnostic/prescriptive approach	298	36
Other	53	7
Never received any technical assistance from Right to Read	153	19

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last year was less than one. A median of 60 percent of reading teachers and 10 percent of content area teachers attended conferences last year. Again, however, the median days attended last year was less than one. These facts indicate only slight participation in workshops and/or conferences. However, 73 percent (115) of the principals and 37 percent (305) of the teachers indicate that released time is provided as a incentive for teachers to attend conferences and/or workshops. A possible explanation of the lack of participation on the part of teachers in workshop activities might be the fact just illustrated, that only half the teachers in districts where released time is provided, are aware that this provision exists.

E. School Level Ratings of District-Provided Technical Assistance

Twenty-two percent (184) of the teachers rate the technical assistance they have received as very helpful in enabling them to carry out classroom activities, and 45 percent (366) rate it as helpful. Twenty percent (167) of the teachers report they have not received any technical assistance.

Forty percent (329) of the teachers, 33 percent (30) of the District Superintendents/Assistant Superintendents for Instruction and 31 percent (49) of the principals want more workshops, consultants, in-service training and other forms of technical assistance to be provided by the district Right to Read Program. Additionally, in the order above, 21 percent (168), 28 percent (25), and 25 percent (40) indicate that more staff support is needed for the district Right to Read Director. Thirty-one percent (28) of the local district Right to Read Directors concur with this opinion.

Twenty percent (18) of the District Superintendents/Assistant Superintendents for Instruction indicate technical assistance as the type of special support and/or materials available to participating Right to Read schools but not to others in the district.

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F. Summary

Provision of technical assistance is a high priority objective at the State level, and much activity takes place in the provision of technical assistance to local districts. At the local district level, the local Director spends a great deal of time providing technical assistance to teachers.

Local level personnel express dissatisfaction with workshops and/or conferences which are the primary modes of presentation of technical assistance by the State. The local Directors express the need for more and varied types of technical assistance which they may request. This need on the part of local district Directors is in line with the stipulations of the Rules and Regulations underlying the Right to Read Program; the provision of technical assistance and follow-up technical assistance upon request.

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8

DISSEMINATION

What are the SEAs' dissemination activities in regard to promising/validated practices, curriculum materials, available consultants? What are the indicators of effectiveness?

An analysis of the dissemination activities related to Right to Read is important for two reasons: (I) dissemination activities are the vehicles for promulgating Right to Read activities throughout the State, and (2) analysis of dissemination activities will be linked to the effectiveness of the State Right to Read Advisory Council and Task Force, as indicated in Chapters 4 and 5.

Under the Rules and Regulations, Subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975,

> "Provision is made for disseminating the results of the project and for making materials, techniques, and other outputs resulting therefrom available to the general public and specifically to those concerned with the area of education with which the project is itself concerned. Also included are 'the distribution of Right to Read materials and other information made available by the Commissioner', and, 'the provision of information of effective and validated reading programs and specific approaches to the teaching and learning of reading skills'."

The new rules for the Title VII-National Reading Improvement Program, Part B - State Reading Improvement Programs stipulate,

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". . .provision for the dissemination to the educational community and the general public of information about the objectives of the program and results achieved in the course of its implementation."

A. Major Focus of Dissemination Activities at the State Level

Two of the National objectives relate to dissemination activities. These objectives are presented in Table 8.1 with the ratings by three State-level personnel. At least one third of the State personnel rating these objectives included them within the five least important for the success of the Right to Read Program in the State. Less than one-fourth of the State personnel rated identifying, validating, and disseminating promising programs among the five most important objectives for success of the program in the State, and approximately ten percent rated developing State Right to Read dissemination vehicles as among the five most important (see Table 3.3). In addition, 42 percent (13) of the State Assistant Superintendents for Instruction ranked developing, identifying, and validating reading programs and activities as 7 or 8 in being essential for success of the Right to Read Program in State, where 8 is the lowest rank.

In spite of the low ranking given dissemination activities at the State level, the State Right to Read Director spends a median of four hours a week disseminating program materials and information, and almost two hours a week conducting public relations activities (see Tables 8.2 and 8.3), which constitutes almost 16 percent of the Director's working hours on Right to Read activities. Seven percent (2) of the State Assistant Superintendents for Instruction indicate that they have participated to a great extent in disseminating Right to Read information.

Table 8.4 illustrates the kinds of materials the State Right to Read Director reports disseminating to various groups of people, and the frequency of the dissemination activities. Public relations materials are most often disseminated to the local district Right to Read Director and to the District

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TABLE 8.1: RATING OF DISSEMINATION ACTIVITIES AS AMONG THE FIVE LEAST IMPORTANT FOR SUCCESS OF THE RIGHT TO READ PROGRAM IN THE STATE

OBJECTIVE	SRTR*		SASI		CSSO	
	Freq	Pct	Freq	Pct	Freq	Pct
Identify, validate and disseminate promising programs developed within the State	16	52	11	35	9	29
Develop State Right to Read Dissemination Vehicles	12	39	12	39	13	42

*SRTR - State Right to Read Director
SASI - State Assistant Superintendent for Instruction
CSSO - Chief State School Officer

TABLE 8.2: HOURS PER WEEK STATE RIGHT TO READ DIRECTORS SPEND DISSEMINATING PROGRAM MATERIALS AND INFORMATION

HOURS	FREQUENCY	CUMULATIVE PERCENT
0	2	6.5
1	4	19.4
2	2	25.8
3	4	38.7
(median) 4	4	51.6
5	7	74.2
8	2	80.6
10	1	83.9
15	1	87.1
20	2	93.5
Unspecified	2	100.0
TOTAL	31	100.0

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TABLE 8.3: HOURS PER WEEK STATE RIGHT TO READ DIRECTOR SPENDS CONDUCTING PUBLIC RELATIONS ACTIVITIES

HOURS	FREQUENCY	CUMULATIVE PERCENT
0	2	6.5
1	9	35.5
2	7	58.1
3	3	67.7
4	2	74.2
5	3	83.9
10	2	90.3
12	1	93.5
Unspecified	2	100.0
TOTAL	31	100.0

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TABLE 8.4: FREQUENCY AND TARGET GROUPS OF STATE RIGHT TO READ DISSEMINATION ACTIVITIES

DISSEMINATED TO:	PUBLIC RELATIONS MATERIALS/PROGRESS REPORTS				TRAINING/ CURRICULUM MATERIALS			
	More than 6 times in the past year		1 to 6 times in the past year		More than 6 times in the past year		1 to 6 times in the past year	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
State Board of Education	6	19	18	58	4	13	12	38
Governor	3	10	15	48	0	0	5	16
State Legislature	0	0	19	61	0	0	8	26
PTA/PTO	5	16	15	48	2	7	8	26
Professional teacher organization	9	29	15	48	8	26	9	29
School District Superintendents	19	61	11	35	15	48	9	29
National Right to Read Office	15	48	15	48	14	45	12	39
Teachers	13	42	10	32	13	42	9	29
Parents	8	26	14	45	7	23	9	29
Other States	10	32	18	58	10	32	12	39
Non-Public School Sector	9	29	18	58	9	29	13	42
Local District Right to Read Director	23	74	6	19	22	71	6	19
Local District School Boards	6	19	10	32	6	19	7	23
Community/business Organizations	8	26	13	42	5	16	10	32

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Superintendent/Assistant Superintendent; and curriculum materials are most often disseminated to the local district Director. The media most often used for dissemination are printed materials 84 percent of the time (26), professional conferences 58 percent of the time (18), and local newspaper 52 percent of the time (16). Local districts are expected to do their own dissemination in 77 percent (24) of the States.

B. Local District Perceptions of State Dissemination Activities

Table 8.5 displays the quantity of the various types of dissemination materials District Superintendents/Assistant Superintendents received from the State in the last year. While 61 percent of the State Right to Read Directors reported disseminating public relations materials to the District Superintendents/Assistant Superintendents for Instruction more than 6 times in the past year, 20 percent of the District Superintendents/Assistant Superintendents reported receiving them that often. In addition, 61 percent (96) of the principals report receiving training/curriculum materials, and 64 percent (100) report receiving public relations materials from the State.

Another comparison that may be made between the State and the local district is the local district Director's training in dissemination techniques. Thirty-six percent (11) of the State Directors cited a great deal of emphasis placed on dissemination techniques in the first year of the local district Right to Read Director's training, and 45 percent (14) reported a great deal of emphasis in the second and third years. At the local level, 25 percent (170) of the local district Directors reported receiving a great deal of training in dissemination techniques the first year, and 11 percent (77) reported a great deal in the second and third years. Twenty percent (136) of the local district Directors stated that the training they did receive was very useful, and 46 percent (317) rated it somewhat useful.

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TABLE 8.5: DISSEMINATION MATERIALS RECEIVED FROM THE STATE BY THE DISTRICT SUPERINTENDENT/ASSISTANT SUPERINTENDENT FOR INSTRUCTION

TYPE OF MATERIAL	MORE THAN SIX TIMES IN THE PAST YEAR		ONE TO SIX TIMES IN THE PAST YEAR		NOT AT ALL IN THE PAST YEAR	
	Freq	Pct	Freq	Pct	Freq	Pct
Training Materials	10	11	38	42	22	24
Public Relations Materials	18	20	40	44	18	20
Curriculum Materials	9	10	36	40	27	30

C. Dissemination of Promising/Validated Practices in Reading

Exemplary reading programs have been described by the State to 23 percent (21) of the District Superintendents/Assistant Superintendents for Instruction as programs which might be utilized in the development of their reading program. Of this group, 76 percent (16) have utilized these programs in some way in their own Right to Read Program. Additionally, 60 percent (55) of the District Superintendents/Assistant Superintendents for Instruction, and 49 percent of the local district Right to Read Directors ranked developing, identifying, and validating reading programs and activities as 4, 5, or 6 on the scale of 1 to 8.

D. State Subjective Rating of Dissemination Activities Compared to Local District Perceptions

Thirty-two percent of the State Assistant Superintendents for Instruction, 45 percent (13) of the Chairpersons, Advisory Council, and 32 percent (9) of the State Directors of Adult Basic Education rated State dissemination of program materials as being excellent. In corroboration, 48 percent (15) of the State Right to Read Directors indicated that greater dissemination is needed on the Right to Read strategy. In addition, 32 percent (10) of the Directors indicated a budget insufficiency in dissemination.

At the local district level, 39 percent (270) of the local district Right to Read Directors and 25 percent (23) of the District Superintendents/Assistant Superintendents rated disseminating program materials as being excellent. In terms of improvements, 25 percent (173) of the local district Directors desire greater dissemination on the Right to Read strategy, 30 percent (205) desire greater dissemination on the teaching of reading, and 34 percent (31) of the District Superintendents/Assistant Superintendents for Instruction, 34 percent (53) of the principals, and 46 percent (378) of the teachers desire greater dissemination in both areas for teachers and principals.

Thus, it appears that while dissemination is not highly rated at the State level, the State Director spends a disproportionally large amount of time in dissemination activities, and feels that the State performance in dissemination is not adequate. And, irrespective of these ratings, the State level personnel perceive that they are providing more in the way of dissemination than the local district level personnel indicate they are receiving. At the local level, personnel indicate more dissemination is needed from the State.

E. Dissemination Activities at the Local District Level

Local district level personnel rely on the State Right to Read staff to provide dissemination materials. While 49 percent (45) of the districts visited used needs assessment data for disseminating program materials and information, only 10 percent (9) of the local Directors in these districts spend a great deal of time disseminating the program materials or strategy within the community or to other districts. And, 19 percent (17) of them spend a great deal of time developing Right to Read dissemination materials. In addition, 17 percent (15) of the districts have local Advisory Councils that spend a great deal of time disseminating information.

The following numbers of local district Right to Read Directors indicate that Right to Read activities have been presented more than 6 times in the past year through these vehicles:

- district newsletter - 19 percent (17);
- local media not sponsored by the district - 20 percent (18);
- conferences sponsored by the district - 14 percent (13);
- presentations at professional meetings - 20 percent (18); and
- PTA/PTO meetings - 15 percent (14).

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To reiterate one of the findings in Chapter 2, those local district Right to Read Directors who report to the District Superintendent or Assistant Superintendent spend more time in dissemination activities both within and outside the district, than do those who report to a principal.

F. Summary

Local district Right to Read Programs do not have the resources or staff to effectively provide their own dissemination materials. These people rely on the State Right to Read staff to provide these materials for them. At the State level, dissemination activities are the responsibility of the Advisory Council and/or the Task Force, which are not part of the line of authority in the State Department of Education hierarchy. Also, from the data concerning the amount of training in dissemination received by local Directors, it appears that the State Right to Read Program plan is for local Directors to provide the dissemination materials and activities.

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9

AMASSING PUBLIC SUPPORT

What evidence obtains regarding the extent to which the SEAs are successful in amassing public support via professional associations, civic groups, public officials, parent organizations, community groups?

As was indicated in Chapter 5, the extent to which States are effectively amassing public support will be linked to the effectiveness of the State Right to Read Advisory Council.

A. Description of Amassing Public Support Activities

To recapitulate information presented in earlier chapters, 71 percent (22) of the State Right to Read Directors indicate that amassing public support is a major area of emphasis for the Advisory Council. Twenty-six percent (8) indicate that it is a major activity for the State Right to Read Task Force. In addition, the Advisory Council has a median of one member representing a parent group, according to the State Right to Read Director.

In the typical work week, the State Director spends a median of two hours conducting public relations activities, and at least 65 percent (20) of the State Directors have provided public relations materials to PTA/PTO groups, parents, and/or community/business organizations. In addition, the State Director reports that the following vehicles are used for dissemination activities at the State level:

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- local newspapers and community meetings are used frequently; and
- local radio, PTA/PTO meetings, and local television are used occasionally.

B. Indicators of Importance of Amassing Public Support at the State Level

Sixty-five percent (20) of the Chief State School Officers, 52 percent (18) of the State Right to Read Directors, and 45 percent (14) of the State Assistant Superintendents for Instruction rate using Right to Read materials to involve the educational community and the private sector in the process of reading, and in State and community level volunteer activities, as one of the five least important objectives in the State. Only 7 percent (2), 7 percent (2), and 13 percent (4) in the order above, rated it as one of the five most important activities in the State.

Sixty-five percent (20) of the State Right to Read Directors indicate that a great deal of emphasis was placed on community relations in the local district Right to Read Directors' training the first year, and 61 percent (19) placed a great deal of emphasis on it in the second and third years. In addition, 42 percent (13) of the State Directors reported that providing technical assistance to local districts in amassing public support was one of the five areas of technical assistance most frequently provided. Thus, the State Directors indicate an emphasis on helping local district Directors amass public support, rather than the State Directors amassing public support at the SEA level.

C. Local District Perceptions of Amassing Public Support Activities

At the local district level, 33 percent (227) of the Directors indicate that they received a great deal of training in community relations in the first training year, and 12 percent (84) received a great deal in the second and third years. Twenty-four percent (162) found this training very useful, and

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another 43 percent (294) found it somewhat useful. However, 47 percent (325) of the local district Directors rated the technical assistance they had received in amassing public support as barely sufficient or not at all sufficient for district needs, and 50 percent (350) of the local district Directors rated the technical assistance provided in educating parents as barely or not at all sufficient for district needs. These facts may not necessarily be indicative of a disparity of opinion between State and local level personnel regarding amassing public support activities, but may, instead, be another indication of the local level dissatisfaction with technical assistance activities.

D. Local District Amassing Public Support Activities

Little has been done at the local district level in amassing public support. Nineteen percent (130) of the local district Directors had their appointments announced via district newsletter, seven percent (45) via local radio, and one percent (9) on local television. Although 46 percent (322) of the local district Directors have spent at least some time disseminating the program within the community, only 16 percent (111) of the Directors have spent at least some time working with politicians and newspapers. In addition, 12 percent (80) of the Directors report that there is a local district Advisory Council that greatly emphasizes amassing public support.

Table 9.1 illustrates the scope of dissemination activities undertaken by the local district Right to Read Directors. It may be noted that one fourth to one third of the local district Directors have done nothing in the past year in [illegible] dissemination that was directed towards the public. In addition, the median number of times the local district Directors have met with the Board of Education in the past year to explain or discuss the Right to Read Program is 0.5.

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TABLE 9.1: DISSEMINATION ACTIVITIES WITHIN THE COMMUNITY BY LOCAL DISTRICT RIGHT TO READ DIRECTORS

COMMUNICATION METHOD	MORE THAN SIX TIMES IN THE PAST YEAR		ONE TO SIX TIMES IN THE PAST YEAR		NOT AT ALL IN THE PAST YEAR	
	Freq	Pct	Freq	Pct	Freq	Pct
District newsletter or similar publication	66	10	376	55	167	24
Local media not sponsored by your district	51	7	298	43	227	33
Conferences sponsored by your district	33	5	287	42	266	39
Presentations at professional meetings	65	10	415	60	140	20
PTA/PTO meetings	40	6	296	43	226	33
Other						

E. Subjective Ratings of Amassing Public Support

A means of rating amassing public support activities is to determine the satisfaction with the amount of public support currently being provided for the Right to Read Program. Table 9.2 illustrates that at least 30 percent of the respondents shown in the table indicate a need for more involvement and support from parents and/or the community.

On the other hand, 30 percent (244) of the teachers indicate that one of the effects the Right to Read Program has had on their school is an increased number of parent volunteers in the school programs. In addition, 15 percent (23) of the principals indicate better parent/community involvement, increased volunteers, and better school/community relationship as a result of the Right to Read Program.

TABLE 9.2: RESPONDENTS WHO INDICATE THAT MORE INVOLVEMENT AND SUPPORT ARE NEEDED FROM PARENTS AND/OR THE COMMUNITY

RESPONDENT	FREQUENCY	PERCENT
State Right to Read Director	17	55
District Superintendent/ Assistant Superintendent for Instruction	42	46
Local District Right to Read Director (mail-out)	214	31
Local District Right to Read Director (on-site)	38	42
Principal/Director	63	40
Teacher	381	47

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F. Summary

Amassing public support activities are not effectively implemented by the Advisory Council. The emphasis on training in community relations indicates that the State Right to Read staff would prefer general dissemination and amassing public support activities to be the responsibility of the local district Right to Read programs, but the local districts have neither the staff nor the resources to effectively manage these activities.

State and district level personnel indicate a need for more involvement and support from parents and/or the community. This fact could indicate a lack of support from these groups, or might indicate that support from these groups has proven helpful and more is desired.

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10

EQUITABLE DISTRIBUTION OF SERVICES

To what extent have the SEAs established criteria for the equitable distribution of services to LEA projects? To what extent have the SEAs altered their funding pattern related to reading and, if so, for what reasons?

The new rules governing the Title VII-National Reading Improvement Act, Part B - State Reading Improvement Programs provide for an agreement between the Commissioner and the State Agency that:

> "sets forth criteria for achieving an equitable distribution of that part of the assistance under this part which is made available to local educational agencies pursuant to the second sentence of subsection (b) of this section, which criteria shall -
>
> (A) take into account the size of the population to be served, beginning with preschool, the relative needs of pupils in different population groups within the State for the program authorized by this title, and the financial ability of the local educational agency serving such pupils,
>
> (B) assure that such distribution shall include grants to local educational agencies having high concentrations of children with low reading proficiency, and
>
> (C) assure an equitable distribution of funds among urban and rural areas."

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The only provisions under the Rules and Regulations, subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90, Thursday, May 8, 1975 that relate to equitable distribution of services is the following provision for needs assessment:

> "provide statewide surveys and needs assessment to determine the State of the Art in reading and reading instruction."

A. Criteria Used in Selection of Local Districts for Participation in Right to Read

Table 10.1 shows the criteria which were used by the States to select local districts to participate in the Right to Read Program in each phase. Selection criteria are addressed by the National Right to Read objective which states: "Select local educational agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation."

The four most frequently used criteria in all four phases were willingness of local districts to comply with terms of the agreement/contract, geographical or regional representation, representation across urban, suburban and rural areas, and those who volunteered. Number of students is not frequently taken into consideration when selecting local districts to participate in the Right to Read Program.

Ninety-seven percent (30) of the State Right to Read Directors and 73 percent (66) of the District Superintendents/ Assistant Superintendents report that there is an agreement/ contract between the State and local school districts.

The results of needs assessments are not frequently used as criteria for selection of local districts for participation in the Right to Read Program. In Phase I, 10 percent (3), and in Phases II and III, three percent (1) of the State Right to Read Directors indicated that needs assessment data were used as

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TABLE 10.1: CRITERIA USED BY THE STATE TO SELECT LOCAL DISTRICTS TO PARTICIPATE IN THE RIGHT TO READ PROGRAM

CRITERIA	PHASE 1		PHASE 2		PHASE 3		PHASE 4	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
Prior training of local district Right to Read Directors	2	6	5	16	4	13	1	3
Previous successful reading programs	3	10	2	6	2	6		0
Representation across urban, suburban rural areas	16	52	10	32	10	32	2	6
Needs assessment	3	10	1	3	1	3		0
Number of students	3	10	2	6	2	6		0
Geographical or regional representation	19	61	10	32	12	39	2	6
Willingness of local districts to comply with terms of agreement/contract	27	87	25	81	23	74	4	13
Ethnic or racial composition	2	6	2	6	2	6		0
Random selection of school districts	3	10	2	6	2	6		0
Competitive proposals	1	3		0		0		0
Volunteers	12	39	11	35	9	29	3	10
Other	2	6	2	6	3	10		
Does not apply	2	6	3	10	3	10	9	29

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criteria for selection of local districts (see Table 10.1). Also, ten percent (3) of the State Directors indicate that the results of needs assessments were used for developing criteria for selection of local districts for participation since 1971 but prior to Right to Read, and 16 percent (5) of them indicate that needs assessments had been used for this purpose since the State entered the Right to Read Program.

B. Criteria Used in Selection of Local Schools in the District Right to Read Program

Table 10.2 illustrates how school participation in Right to Read is regulated, according to the District Superintendent/ Assistant Superintendent. Twenty-one percent (19) of them indicate that certain schools are selected by particular criteria. In over 50 percent of the districts, either all schools are mandated to participate or only schools which volunteer are selected for participation.

Sixty nine percent (63) of the District Superintendents/ Assistant Superintendents for Instruction indicate that all schools in their districts have been included in the Right to Read Program. Of the 12 percent (11) that report that they have not yet included schools that had volunteered for the Right to Read Program, the major reason cited was not enough resources to provide the program to all buildings.

C. Criteria Used to Determine Distribution of Right to Read Services to Local Districts

Table 10.3 shows the criteria which are used by the State to determine the distribution of Right to Read Services to local school districts. The State Right to Read Director indicates that size, geographic location, equal support to all districts, and (listed under other) support requested by the districts are the four most frequently used criteria for distribution of services.

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TABLE 10.2: LOCAL DISTRICT REGULATION OF SCHOOL PARTICIPATION IN RIGHT TO READ

HOW PARTICIPATION IS REGULATED	FREQUENCY	PERCENT
Only schools which volunteer are selected for participation	24	26
All schools are mandated to participate	23	25
Certain schools are selected by particular criteria	19	21
No regulations exist at this time	15	17
Other	6	7

TABLE 10.3: CRITERIA FOR DETERMINING DISTRIBUTION OF RIGHT TO READ SERVICES TO LOCAL DISTRICTS ACCORDING TO THE STATE RIGHT TO READ DIRECTOR

CRITERIA	FREQUENCY	PERCENT
Size (i.e., population)	9	29
Ethnic compostion	2	7
Geographic location (e.g., urban, rural, suburban)	11	36
Recommendations by State personnel	7	23
Results of students' need assessment	4	13
Results of staff needs assessment	7	23
Results of instructional system needs assessment	7	23
Submission of a comprehensive plan of action by the local school districts	6	19
All local districts receive the same amount of support	11	36
Other (includes as requested by districts)	13	42

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A cross-tabulation of the two criteria size and geographic location indicates that 39 percent (12) of the States report using size or geographic location, or both of these criteria for determining the distribution of all Right to Read services to local school districts (see Table 10.4). Sixty one percent (19) used neither criteria and thus are not adhering to the tenets of the objective.

Table 10.5 illustrates the type of support and/or materials that are provided to the districts by the States according to the State Right to Read Director, the District Superintendent/ Assistant Superintendent for Instruction, and the local district Right to Read Director. The States more frequently provide support and direction when it is needed to carry out the Right to Read Program and its objectives, rather than providing a complete program or providing little or no support of any type.

The results of needs assessments are more frequently used as criteria for determining the distribution of all Right to Read services to local districts than for selecting local districts for participation in the Right to Read Program. Table 10.3 shows the percent of State Right to Read Directors that indicated that results of needs assessments are used as criteria for determining the distribution of Right to Read services. Thirteen percent (4) of them indicate the results of students' needs assessments are used, 23 percent (7) indicate the results of staff needs assessments are used, and 23 percent (7) indicate the results of instructional system needs assessments are used. Also, when the State Right to Read Directors were asked how the results of needs assessments were used, 35 percent (11) indicated that since the State entered the Right to Read Program the results of needs assessments have been used for determining priorities for funding allocations. Forty percent (36) of the District Superintendents/Assistant Superintendents for Instruction report that their districts received funds from the State Right to Read Program for Right to Read activities.

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TABLE 10.4: AMOUNT OF OVERLAP OF CRITERIA SIZE AND GEOGRAPHIC LOCATION FOR DETERMINING DISTRIBUTION OF SERVICES TO LOCAL DISTRICTS

CRITERIA		GEOGRAPHIC LOCATION	
		No	Yes
SIZE	No	19*	3
	Yes	1	8

* Numbers in cells are frequencies

TABLE 10.5: TYPE OF SUPPORT/MATERIALS SUPPLIED BY THE STATE TO THE DISTRICTS

TYPE OF SUPPORT	SRTR* Freq	SRTR* Pct	DSASI Freq	DSASI Pct	LRTR Freq	LRTR Pct
Provide support and direction when needed in carrying out program and its objectives	27	87	78	86	502	73
Provide complete program to adapt/adopt in district	4	13	3	3	43	6
Provide little or no support of any type to the district	0	0	10	11	117	17

* SRTR - State Right to Read Director
DSASI - District Superintendent/Assistent Superintendent for Instruction
LRTR - Local District Right to Read Director

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D. Criteria Used to Determine Distribution of Right to Read Services From Local Districts to the Schools

At the local level, 47 percent (43) of the District Superintendents/Assistant Superintendents for Instruction report that there are criteria that Right to Read schools in their districts must comply with to be considered participating Right to Read schools. The five most frequently reported criteria are:

- in-service training and/or staff development;
- adherance to district reading program;
- working arrangement between teacher and volunteers;
- teacher commitment to Right to Read; and
- criteria determined by local and State Right to Read staff.

Forty-four percent (40) of the District Superintendents/Assistant Superintendents for Instruction indicate the results of needs assessments were used for allocating funding priorities.

At the school level, 49 percent (398) of the teachers and 50 percent (79) of the principals indicate the district supplies materials, staff, and other support to help them conduct or carry out their reading programs. Thirteen percent (103) of the teachers and 28 percent (44) of the principals indicate that the district sets specific firm guidelines for the conduct of the reading programs, while 31 percent (255) of the teachers and 15 percent (23) of the principals indicate that the district does little or nothing to assist in carrying out their reading programs.

Twelve percent (11) of the District Superintendents/Assistant Superintendents for Instruction indicate that no support and/or materials have been made available to the Right to Read Schools and not to others in their district. On the other hand, in the other districts, support and/or materials have been made available to Right to Read Schools but not to others. As reported by the District Superintendents/Assistant

Superintendents for Instruction, the support and/or materials that are most frequently made available to Right to Read Schools but not to others are listed in Table 10.6.

E. State Level Rating of Selecting Geographically Representative Districts

Ten percent (3) of the Chief State School Officers, State Assistant Superintendents for Instruction and State Right to Read Directors rated the objective "to select geographically representative districts" as one of the five most important in their State. Thirty-five percent (11) of the Chief State School Officers and 48 percent (15) of the State Assistant Superintendents for Instruction and State Right to Read Directors rated this objective as one of the five least important objectives. While geographic location is rated as an important criterion for distribution of services (and for selection of participating districts), the National objective of selecting districts which are geographically representative of the State population is rated as one of the five least important objectives.

F. Measures of Effectiveness of Even Distribution of Services

Table 10.7 shows the reasons, cited by the State Right to Read Directors, why local districts have dropped out of participation in Right to Read. Forty-eight percent (15) indicate loss of local district Right to Read Directors as the prime reason. Thirty-nine percent (12) indicate that none have dropped out. Thus, lack of participation is usually related to the status of the local district Director, rather than to the established criteria for inclusion in Right to Read.

At the school level 88 percent (80) of the District Superintendents/Assistant Superintendents for Instruction report that no schools have been dropped from participation in the Right to Read Program. Only four District Superintendents indicate they have dropped schools from participation in Right to Read.

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TABLE 10.6: MOST FREQUENT TYPES OF SUPPORT AND/OR MATERIALS PROVIDED TO RIGHT TO READ SCHOOLS BUT NOT TO OTHER SCHOOLS IN THE DISTRICT

SUPPORT AND/OR MATERIALS	FREQUENCY	PERCENT
Supplementary reading materials	15	16
Workshops	11	12
Consultant services of Right to Read Director	6	7
More money	4	4
Volunteer tutors	4	4

TABLE 10.7: REASONS CITED BY STATE RIGHT TO READ DIRECTORS FOR DISTRICTS DROPPING OUT OF PARTICIPATION IN RIGHT TO READ

REASONS	FREQUENCY	PERCENT
None have dropped out	12	39
Loss of local district Right to Read Director	15	48
Failure to comply with terms of the State/local district agreement	6	19
Desire of district to terminate involvement	7	23
Part of planned rotation of local districts through Right to Read Program	2	6
Evidence of non-success of Program in local district	3	13
Other	2	6

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The two areas in which services were primarily provided to local districts by the State Right to Read Program were training and technical assistance. Local district Right to Read Directors uniformly reported that their training was useful to them in enabling them to assume the responsibilities of their position (see Chapter 11). Therefore, it may be assumed that services related to training were distributed on an even basis to all local district Directors.

Similarly, an assessment was made of the distribution of technical assistance services by the States. The responses by the local Directors to the question "Has the technical assistance you have received from the State Right to Read Program been sufficient?" were examined for disparity of opinion. Table 7.5 illustrates the differences in ratings across all local Directors in the 31 States.

In addition, these ratings were compared within States, so that it could be determined if all local Directors within one State rated the technical assistance they received as fully sufficient, barely sufficient, or not at all sufficient for their needs, or if the ratings across Directors within one State differed considerably. If the ratings were similar within the State, the conclusion was that all districts within the State were receiving technical assistance at the same level of needs fulfillment. If ratings were dissimilar, the conclusion was that one district's needs were being fulfilled more than another district's needs. This situation would comprise an uneven distribution of technical assistance services. In 74 percent of the States, distribution was uneven based on this operational definition.

G. Summary

The State Right to Read Program has not been distributed evenly across districts in the State by any of the following criteria:

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- geographic representation;
- student population; and
- local district assessment of effectiveness of equitable distribution of services.

The major criterion used to select local districts for participation in Right to Read is willingness of the local district to comply with the terms of the agreement/contract.

At the local district level, the majority of participating districts mandate all schools within the district to participate in the Right to Read Program. Lack of resources is the major reason cited by the District Superintendents for not including schools that have volunteered to participate in Right to Read.

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11

TRAINING

To what extent have the SEAs arranged for and assisted in the training of reading teachers and LEA administrative personnel? What are the indicators of success in such training efforts?

The Rules and Regulations, subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975 stipulated the following be provided in the training of local district Right to Read Directors:

> "An exemplary training program for administrators responsible for reading programs in selected local educational agencies within the State, including training in (a) the teaching of basic reading skills, (b) organizational and administration skills, (c) interpersonal relations skills directed toward community involvement and the change process, (d) planning strategies, (e) the preparation of administrative support materials for reading programs, (f) the development and carrying out of tutoring projects in reading and the preparation of tutors for such projects, and (g) approaches to the provision of effective reading instruction for various target populations."

Under the new rules for the Title VII - National Reading Improvement Act, Part B - State Reading Improvement Programs, the agreement between the Commissioner and the State Agency:

> "sets forth criteria for the selection or designation and training of personnel (such as reading specialist and administrators of reading programs) engaged in programs assisted under this part, including training for private elementary school personnel, which shall include qualifications acceptable for such personnel."

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A. State Level Description of Training Activities

Training, an essential component of the Right to Read Program, varies considerably across the 31 States and program years in terms of time requirement, content and the number of local Right to Read Directors and other district personnel being trained. These topics are discussed separately in this chapter.

1. Time Requirement

Until the end of fiscal year 1975 the National guideline for training activities required 240 hours of training in the Directors' first program year. Subsequent to this time, the hourly requirement was eliminated as a result of States' desire to provide services to more districts without the hourly constraint. There were no National guidelines for training in subsequent years of the Directors' participation in the Right to Read Program, but many States established their own hourly requirement.

Over forty-five percent (14) of the States provided 240 hours of training or more for local district Right to Read Directors in the Directors' first program year. Another 26 percent (8) of the States provided between 120 and 240 hours in the Directors' first program year. Thus, over 70 percent (22) of the States provided at least 120 hours of Right to Read training for local district Right to Read Directors in the first year the Directors were participating in the program. See Table 11.1 for the frequency distribution of amount of time provided for training across States in the first program year.

States in the second year of the program provided a median of 120 hours of training for local district Right to Read Directors. A median of 80 hours of training was provided in the third year, and essentially there was no median number of hours of training provided in the fourth year of the program. However, data collection occurred early in the fourth year for many States, and training activities were planned for later in that program year.

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TABLE 11.1: FREQUENCY DISTRIBUTION OF AMOUNT OF TIME REQUIRED BY STATES FOR TRAINING OF LOCAL DISTRICT RIGHT TO READ DIRECTORS IN THEIR FIRST PROGRAM YEAR

HOURS	FREQUENCY	PERCENT
0	4	12.9
30	1	3.2
50	1	3.2
80	1	3.2
100	2	6.5
120	2	6.5
180	2	6.5
200	2	6.5
220	2	6.5
240	13	41.9
300	1	3.2
TOTAL	31	100.0

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Sixty-one percent (19) of the States required local district Right to Read Directors to make up lost days of training. As an outcome of district Directors' attendance in all training sessions, Directors may receive up to nine semester, or up to 12 quarter hours of university credit in many States.

2. Content of Training

The content of the training for local district Right to Read Directors was, for the most part, consistent across States and program years. Over half of the States placed a great deal of emphasis on eight major areas in the Directors' training in each of the program years. Table 11.2 depicts the eight content areas emphasized by at least half the States in the first three program years.

3. Number of District Personnel Who Have Received Training

Providing training for local district Right to Read Directors is rated as one of the five most important objectives in the State by 71 percent (22) of the State Right to Read Directors. The importance of this objective is corroborated by the fact that there were 904 local district Right to Read Directors trained in the first program year, 1,600 in the second program year, 2,023 in the third program year, and 150 in the fourth program year in the States. In addition, at least 2,870 principals and 9,267 teachers have received State-provided Right to Read training. Table 11.3 depicts the number of local Directors who have received training from the State since the inception of Right to Read.

The median number of principals who have received State-provided Right to Read training is 95. The median number of hours of training provided to them is 23, with a range of 0 to 500 hours across States.

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TABLE 11.2: CONTENT AREAS OF RIGHT TO READ TRAINING THAT RECEIVED A GREAT DEAL OF EMPHASIS BY A MAJORITY OF STATES

CONTENT AREAS	FIRST PROGRAM YEAR		SECOND AND THIRD PROGRAM YEARS	
	Freq	Pct	Freq	Pct
Curriculum development	*	*	16	52
Organization and administration	26	84	22	71
Community relations	20	65	19	61
Change agent strategies	26	84	20	65
Interpersonal relations	22	71	16	52
Evaluation of reading programs	19	61	21	68
Strategy planning	24	77	24	78
Diagnostic/prescriptive approach	20	65	19	61

* curriculum development was not emphasized by over half the States during the first program year

TABLE 11.3: NUMBER OF LOCAL DISTRICT DIRECTORS TRAINED SINCE IMPLEMENTATION OF RIGHT TO READ

NUMBER OF DIRECTORS	NUMBER OF STATES	PERCENT OF STATES
0 - 49	10	32
50 - 99	6	19
100 - 149	4	13
150 - 199	1	3
200 - 249	2	7
250 - 300	5	16
300+**	3	10
Total	31	100

** One State combined the number of Directors and the number of other personnel trained.

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A median of 72 teachers received Right to Read training. They received a median of 300 hours of training, with a range of 0 to 603 across States.

B. Local District Level Perception of Training Activities

1. Time Requirement

The amount of training local district Right to Read Directors received in each program year is somewhat difficult to discern. Some district Directors received first year training, while others received follow-up training in the same program year. Nonetheless, in the 1972-73 program year, which was the first program year for everyone being trained that year, five percent (37) of the local district Right to Read Directors report receiving between 200 and 280 hours of training. Six percent (40) of the directors received between 0 and 200 hours of training that year. See Table 11.4 for a frequency distribution of the number of training hours local district Right to Read Directors received during the 1972-73 program year.

Twenty percent of the local district Right to Read Directors report receiving at least 120 hours of training during the 1973-74 program year. Table 11.5 displays the range of training hours provided in 1973-74. Twenty-six percent of the local Directors report receiving at least 120 hours of training in 1974-75. See Tables 11.6 and 11.7 for the 1974-75 and 1975-76 distributions of training hours received.

On the average, the local district Directors report receiving slightly fewer hours of training than the number required by the State for all four program years reported.

2. Content of Training

Over 40 percent of the local district Right to Read Directors report that the training they received from the State in their first year in the program emphasized primarily curriculum rather than organizational development topics. There is

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TABLE 11.4: HOURS OF TRAINING PROVIDED TO LOCAL DISTRICT RIGHT TO READ DIRECTORS IN 1972-1973

HOURS	FREQUENCY	PERCENT
Less than 40	19	2.8
40-119	15	2.2
120-199	6	0.9
200-239*	2	0.3
240-279	35	5.1
280 or more	4	0.6
None	36	5.2
Not Local District Right to Read Director That Year	285	41.5
No Response	285	41.5
TOTAL	687	100.0

* Median hours reported by State Right to Read Director was 210.

TABLE 11.5: HOURS OF TRAINING PROVIDED TO LOCAL DISTRICT RIGHT TO READ DIRECTORS IN 1973-1974

HOURS	FREQUENCY	PERCENT
Less than 40	55	8.0
40-119	62	9.0
120-199*	28	4.1
200-239	18	2.6
240-279	66	9.6
280 or more	21	3.1
None	37	5.4
Not Local District Right to Read Director That Year	193	28.1
No Response	207	30.1
TOTAL	687	100.0

* Median hours reported by State Right to Read Director was 120.

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TABLE 11.6: HOURS OF TRAINING PROVIDED TO LOCAL DISTRICT RIGHT TO READ DIRECTORS IN 1974-1975

HOURS	FREQUENCY	PERCENT
Less than 40	164	23.9
40-119*	116	16.9
120-199	75	10.9
200-239	29	4.2
240-279	55	8.0
280 or more	22	3.2
None	34	4.9
Not Local District Right to Read Director That Year	44	6.4
No Response	148	21.5
TOTAL	687	100.0

* Median hours reported by State Right to Read Director was 80.

TABLE 11.7: HOURS OF TRAINING PROVIDED TO LOCAL DISTRICT RIGHT TO READ DIRECTORS IN 1975-1976

HOURS	FREQUENCY	PERCENT
Less than 40	252	36.7
40-119	40	5.8
120-199	5	0.7
200-239	2	0.3
240-279	4	0.6
280 or more	0	0
None	83	12.1
Not Local District Right to Read Director That Year	17	2.5
No Response	284	41.3
TOTAL	687	100.0

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slight variance between the topics the local district Right to Read Directors and State Right to Read Directors have identified as having been emphasized a great deal during training. Table 11.8 displays the topics or content areas receiving a great deal of emphasis in training according to the local district Right to Read Directors. This table may be compared to Table 11.2.

The following topics were included in the initial training provided to local Directors, but not with a great deal of emphasis:

- community relations;
- change agent strategies;
- interpersonal relations;
- preparation of administrative support materials for reading programs;
- development and carrying out tutoring projects in reading; and
- dissemination techniques.

The content areas discussed above were provided in the local Directors' second and third years of training as well, but with less emphasis than in the first year.

Local district Right to Read Directors report that their training was useful in enabling them to assume the responsibilities of the position, and over 30 percent perceive the training in the content areas which were emphasized a great deal to be very useful.

3. Training Improvement

The major area for improvement of training activities, according to the local district Right to Read Directors, was not in the area of instructional mode of presentation or instructional content, but in the area of types of participants in the training sessions. Local Directors generally desire principals and teachers to be included in training sessions,

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TABLE 11.8: CONTENT AREAS EMPHASIZED IN TRAINING AS REPORTED BY THE LOCAL DISTRICT RIGHT TO READ DIRECTORS

CONTENT AREA	FREQUENCY	PERCENT
Curriculum development	294	43
Organization and Administration	411	60
Basic reading skills instruction	329	48
Evaluation of reading programs	325	47
Strategy planning	285	41
Diagnostic/prescriptive approach	292	43

TABLE 11.9: TRAINING IMPROVEMENTS DESIRED BY LOCAL DISTRICT RIGHT TO READ DIRECTORS

IMPROVEMENT	FREQUENCY	PERCENT
Shorter training	66	10
Longer training	52	8
More variety in presentation modes	12	16
Different type of presentation modes	60	9
Interaction between new Right to Read Directors and those with some experience	278	41
More interaction between participants	117	17
More interaction between participants and instructors	71	10
Instructors need better mastery of subject matter	58	8
More explicit statement of the training objectives	179	26
More explicit statement of how the training objectives relate to job description	194	28
Principals should be included	384	49
Teachers should be included	253	37
No Improvement	84	12

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and they would like to have the opportunity to interact with more experienced Directors in the training sessions. Table 11.9 shows the frequency distribution of the kinds of improvements local Directors desire in training activities. As noted in the table few local district Right to Read Directors were dissatisfied with the length of training provided to them. An important outcome to consider in light of the differential between the hours of training they received and the National guideline is the fact they are essentially satisfied with the amount and content of the training they received.

C. National Right to Read Training

Though the State component of Right to Read is being assessed, the National component in terms of the provision and content of training must be examined in order to determine the existence or lack of a relationship between the training the State Right to Read Directors received and the training they provided to local district Right to Read Directors.

State Right to Read Directors were typically provided with less than 40 hours of training across program years, although some Directors received from 41 to 120 hours. The training they received, for the most part, consisted of organization development and administrative skills (e.g., change agent strategies and strategy planning), which was considered useful. The curriculum and program development, evaluation, and related topics in reading were addressed but they were not major areas of emphasis. What emphasis these topics did receive was perceived as useful in enabling the State Right to Read Directors to assume the responsibilities inherent in the position of State Right to Read Director.

Summary

The content of the training provided to local district Right to Read Directors follows the guidelines set forth in the Right

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to Read Rules and Regulations. The hourly provision of training is less than the National guideline that was in existence through 1975. However, local district Directors indicate that the amount of training they received was adequate.

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12

NEEDS ASSESSMENT

To what extent have the SEAs developed a comprehensive plan of action which addresses needs assessment of pre-school children, public and private school children, adults, administration and organization development for both LEAs and the SEA, teacher and administrator training institutions?

Under the Rules and Regulations, subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975 the States must carry out:

> "Statewide surveys and needs assessments to determine the state of the art in reading and reading instruction."

Also, activities governed under these Rules and Regulations must:

> "(i) relate to the reading problems of both children and adults and (ii) address administrative, systemic problems, as well as learning problems at the classroom or individual learner level."

No specific stipulations for needs assessment exist in the new rules for the Title VII - National Reading Improvement Act, Part B - State Reading Improvement Programs.

A. Description of Needs Assessment Activities at the State Level

Needs assessment activities related to the National objectives were rated by the State level personnel. Table 12.1 shows the number of State-level personnel who rate these activities among the five most important objectives for the success of

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TABLE 12.1: RATINGS OF NEEDS ASSESSMENT ACTIVITIES AMONG THE FIVE MOST IMPORTANT OBJECTIVES FOR THE SUCCESS OF THE RIGHT TO READ PROGRAM IN THE STATE

ACTIVITY	CSSO*		SASI		SRTR	
	Freq	Pct	Freq	Pct	Freq	Pct
Assess the needs, resources and direction of reading in the State Agency in relation to the Right to Read Program	3	10	11	35	5	16
Conduct a statewide assessment of the state-of-the-art of reading	3	10	9	29	10	32
Assist local educational agencies in assessing needs of pupils, teachers, and institutions	12	39	16	52	12	39

* CSSO - Chief State School Officer
SASI - State Assistant Superintendent for Instruction
SRTR - State Right to Read Director

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the State Right to Read Program. In addition, 32 percent (10) of the State Assistant Superintendents for Instruction ranked assessing needs in the area of reading as being essential for the success of the Right to Read Program in the State.

Ninety-three percent (29) of the States have conducted a needs assessment since the State entered the Right to Read Program. Sixty-eight percent (21) of the State needs assessments were planned by the State Right to Read Staff and/or other State Education Agency personnel. Seventy-one percent (22) of the States assessed needs of student populations. Tables 12.2 and 12.3 illustrate the groups included in State needs assessments and the additional sources used in establishing needs. The median number of reading needs assessments conducted in States in the past five years is one.

Table 12.4 displays the uses of the needs assessment results. The most popular uses appear to be program development or documentation at the State level.

B. Local District Level Needs Assessment Activities

Seventy-one percent (22) of the State Right to Read Directors report providing technical assistance to local districts in needs assessment. This can be corroborated by the fact that only 14 percent (13) of the local district Right to Read Directors (on-site) report that no needs assessment has been conducted as part of the district Right to Read Program. In addition, 58 percent (91) of the principals received technical assistance in needs assessment, and 41 percent (340) of the teachers received same.

By comparison, 91 percent (83) of the District Superintendents/Assistant Superintendents for Instruction report that a district level needs assessment had been done in the area of reading. Table 12.5 illustrates the populations assessed in

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TABLE 12.2: GROUPS INCLUDED IN STATE NEEDS ASSESSMENT

GROUPS INCLUDED	SINCE 1971 BUT PRIOR TO RIGHT TO READ		SINCE STATE ENTERED THE RIGHT TO READ PROGRAM	
	Frequency	Percent	Frequency	Percent
No needs assessment during this time period	1	3	2	7
Elementary school population	16	52	22	71
Junior high school population	13	42	18	58
Senior high school population	9	29	13	42
Pre-school population	3	10	4	13
Adult population	5	16	6	19
Non-public school population	2	7	3	10
Teachers	4	13	10	32
Other instructional personnel	3	10	5	16
Administrative personnel	4	13	9	29
Dropout population	1	3	4	13
Other	3	10	3	10

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TABLE 12.3: ADDITIONAL SOURCES USED IN ESTABLISHING NEEDS

SOURCE	SINCE 1971 BUT PRIOR TO RIGHT TO READ		SINCE STATE ENTERED THE RIGHT TO READ PROGRAM	
	Freq	Pct	Freq	Pct
No needs assessment during this time period	3	10	2	7
National Right to Read needs assessments and planning package	2	7	10	32
National assessment of education progress items	2	7	9	29
Previous State needs assessments	7	23	8	26
National Center for Educational Statistics data	1	3	1	3
Other	4	13	5	16

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TABLE 12.4: HOW RESULTS OF NEEDS ASSESSMENT WERE USED AT THE STATE LEVEL

USE OF NEEDS ASSESSMENT	SINCE 1971 BUT PRIOR TO RIGHT TO READ		SINCE STATE ENTERED THE RIGHT TO READ PROGRAM	
	Frequency	Percent	Frequency	Percent
Formulating policy	6	19	16	52
Developing objectives	10	32	19	61
Providing documentation for support of Right to Read from the U.S. Office of Education	5	16	16	52
Providing documentation for support of Right to Read by the State Department of Education	4	13	16	52
Determining priorities for funding allocations	5	16	11	35
Developing criteria for selection of local districts	3	10	5	16
Developing or modifying curricula	5	16	18	58
Supplying information for other agencies or departments in the State	7	23	20	65
Requesting allocations of additional State funding for reading	7	23	15	48
Other	2	7	2	7

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TABLE 12.5: POPULATIONS INCLUDED IN DISTRICT LEVEL NEEDS ASSESSMENT IN READING

POPULATION	FREQUENCY	PERCENT
Teachers	66	73
Principals	44	48
Institution	45	49
Students	77	85

TABLE 12.6: HOW RESULTS OF NEEDS ASSESSMENT WERE USED AT THE DISTRICT LEVEL

USE OF NEEDS ASSESSMENT	FREQUENCY	PERCENT
Formulating the district Right to Read plan	59	65
Influencing direction of the district Right to Read Program	66	73
Disseminating program materials and information	45	49
Providing documentation for support of Right to Read at Board of Education level	40	44
Providing documentation for support of other district reading programs at Board of Education level	40	44
Informing other departments in the local district or other agencies	32	35
Requesting funds	37	41
Allocating funding priorities	40	44
Other	15	17
None of the above	1	1

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these needs assessments. As in the case of the State needs assessments, the major uses of the needs assessment at the district level are program development and documentation (see Table 12.6).

C. Subjective Ratings of Needs Assessment at State and Local Levels

State level ratings of needs assessment activities indicate there is room for improvement in this area. Forty-five percent (14) of the State Right to Read Directors, 48 percent (15) of the State Assistant Superintendents for Instruction, 21 percent (6) of the State Directors of Adult Basic Education, and 28 percent (8) of the Chairpersons, Advisory Council indicate some improvement needed in conducting needs assessments. In addition, 11 percent (3) of the State Directors of Adult Basic Education indicate that nothing has been done in this area.

At the local district level, 40 percent (36) of the Right to Read Directors and 42 percent (38) of the District Superintendents/Assistant Superintendents for Instruction indicate some improvement is needed by the State in conducting needs assessments. Two percent (2) of the former group and nine percent (8) of the latter indicate nothing has been done by the State in needs assessment.

D. Summary

Although some improvement is needed in needs assessment activities in reading, it is notable that needs assessments in reading have been conducted in 93 percent (29) of the States and 91 percent (83) of the districts visited for data collection purposes. The one critical area for improvement in State needs assessment activities in reading is in the area of adult needs, where only 19 percent (6) of the States have conducted any assessment since the inception of Right to Read in the State.

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13

ACCREDITATION/CERTIFICATION

To what extent have accreditation/certification standards for reading teachers changed since the adoption of the SEA Right to Read Strategy?

Under the Rules and Regulations, subpart D - Right to Read Grants, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975 state:

> "Activities conducted...must include an examination of the appropriateness of requirements and opportunities for preparation and certification of teachers, administrators, and other educational personnel in relationship to reading problems."

Moreover, under the new rules governing the Title VII - National Reading Improvement Act, Part C - Other Reading Improvement Programs, "Reading Teacher" and "Reading Specialist" are defined. While these definitions apply to Part C at this time, they may be applicable to Part B legislation in the future, and therefore are considered in this report.

> "Reading teacher" means an individual with a Bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading,..., and has successfully completed two years of teaching experience, which included reading instruction."
>
> "Reading specialist" means an individual who has a Master's degree, with a major or specialty in reading,..., and has successfully completed three years of teaching experience, which included reading instruction."

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In this chapter the changes or pending changes in teacher certification requirements which have occurred as a result of the States' involvement in the Right to Read Program are addressed. Specifically, the requirements for reading teacher, reading specialist, and reading supervisor/director across States will be described as a backdrop to the discussion on the actual changes and pending changes effected by Right to Read, and the subjective rating by State Educational Agency administrators of this change process.

In addition, the definitions of requirements for reading teacher and reading specialist in the new Title VII legislation are compared with credentials of current State and local district Right to Read Directors.

A. Description of Certification Requirements

1. Reading Teacher (Teacher who is responsible for classroom instruction in reading).

A bachelor of arts or science degree is typically required for certification for reading teacher across all levels in the States. Seventy-one percent (22) of the State Directors of Teacher Certification indicated that an undergraduate degree was the minimum requirement for certification for reading teacher at the elementary school level. Sixty-five percent (20) of them indicated a bachelor's degree is required at the junior high level, while 68 percent (21) reported it is required at the senior high school level.

A range of 0 to 30 semester credit hours in reading theory/methodology are required for certification at all levels, with a median of six hours required for the elementary reading teacher, three for the junior high, and zero to three for the senior high school reading teacher.

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2. Reading Specialist or Resource Person (Person responsible for remedial reading instruction and similar activities).

A master of arts or science degree is required for certification for reading teacher or resource person in over 40 percent of the Right to Read States. Forty-five percent (14) of the State Directors of Teacher Certification indicate that a graduate degree is the minimum requirement for certification for this position at the elementary school level. Forty-eight percent (15) of the Directors state a master's degree is required for both the junior and senior high school levels.

A range of 0 to 48, with a median of 15 semester hours of credit in reading theory/methodology courses is required for certification for reading specialist or resource person at the elementary level. A range of 0 to 39, with a median of 12 to 15 semester hours of credit is required for certification at both the junior and senior high school levels.

3. Reading Supervisor/Director

The minimum requirement for certification for reading supervisor/director at any level is a master of arts or science degree in a majority of the Right to Read States. Seventy-one percent (22) of the State Directors of Teacher Certification report certification as an elementary reading supervisor/director requires an advanced degree. Sixty-eight percent (21) of them report that a masters degree is a requirement for certification for the position of junior or senior high school reading supervisor/director.

A range of 0 to 54 semester, or 0 to 60 quarter hours of credit in reading theory/methodology courses is required for certification for reading supervisor/director at any level. However, a median of 12 semester hours of credit is necessary for certification at the elementary school level, and 9 hours for both the junior and senior high levels.

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B. Changes in Teacher Certification Related to Right to Read

The most common changes which have occurred in teacher certification in the past two years in over 30 percent of the States are:

- the establishment of a certification for reading specialist or resource person;
- the increase in requirements for reading teacher; and
- the increase in requirements for reading specialist or resource person.

Table 13.1 displays the number of State Directors of Teacher Certification indicating these changes in certification requirements in the past two years.

Other changes in teacher certification requirements in the past two years have been the establishment of a certification for reading supervisor/director, the elimination of the certification of reading teacher, the adoption of reading competency guidelines for certification, and the increase in reading course requirements for media librarians. Thirty-five percent (11) of the Directors reported no changes in teacher certification requirements in the past two years.

Pending changes in teacher certification are summarized in Table 13.2.

C. Changes or Proposed Changes Effected by Right to Read

One yardstick by which to measure the impact of Right to Read in the State, is to assess the extent to which it has served as a catalyst in bringing about reform in teacher certification requirements. Table 13.3 displays the changes or proposed changes in teacher certification occurring in the Right to Read States and the extent to which they can be attributed to Right to Read according to the State Directors for Teacher Certification.

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TABLE 13.1: CHANGES IN TEACHER CERTIFICATION OCCURRING IN THE PAST TWO YEARS

CHANGES	FREQUENCY	PERCENT
Establishment of a certification for reading specialist or resource person	10	32
Increase in requirements for reading teacher	10	32
Increase in requirements for reading specialist or resource person	12	39

TABLE 13.2: PENDING CHANGES IN TEACHER CERTIFICATION ACCORDING TO STATE DIRECTORS OF TEACHER CERTIFICATION

PENDING CHANGES	FREQUENCY	PERCENT
Increase in requirements for reading teacher	4	13
Increase in requirements for reading specialist or resource person	4	13
Establishment of a certification for reading specialist or resource person	3	10
Establishment of a certification for reading supervisor/director	2	7
Miscellaneous changes*	15	48
No changes contemplated	10	32

*Simplification of the structure of requirements, evaluation of existing requirements, the establishment of reading competency teaching requirement, and the development of a reading specialization program.

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TABLE 13.3: EXTENT TO WHICH RIGHT TO READ HAS EFFECTED CHANGE IN TEACHER CERTIFICATION

CHANGES	TO A GREAT EXTENT		TO SOME EXTENT		LITTLE OR NO EXTENT		NO CHANGES MADE OR PROPOSED	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
Degree requirements for reading teacher	4	13	5	16	4	13	12	39
Degree requirements for reading specialist	5	16	8	26	4	13	9	29
Degree requirements for reading supervisor/ director	3	10	9	29	4	13	9	29
Credit hours in reading courses for reading teacher	7	23	6	19	5	16	7	23
Credit hours in reading courses for reading specialist	7	23	10	32	3	10	6	19
Credit hours in reading courses for reading supervisor/director	4	13	10	32	4	13	6	19
Years of teaching experience for reading specialist	4	13	6	19	5	16	9	29
Years of teaching experience for reading supervisor/director	3	10	5	16	6	19	8	26

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Right to Read has effected change in certification requirements to some extent or to a great extent in at least 55 percent (17) of the States as illustrated in the table.

D. State Subjective Ratings Linked to Changes or Proposed Changes in Teacher Certification

The review, evaluation, and reformation of teacher certification requirements with respect to reading is one of the National Right to Read objectives. However, it is an objective which is generally regarded as being one of the five least important objectives by Chief State School Officers, State Assistant Superintendents for Instruction and State Right to Read Directors. Table 13.4 illustrates the frequency of rating this objective as one of the five least important by these State Department of Education officials.

This objective was rated as one of the five most important ones in the State by only 16 percent (5) of the Chief State School Officers, three percent (1) of the State Assistant Superintendents for Instruction, and 16 percent (5) of the State Right to Read Directors. Teacher certification modification is an item of less priority to State-level personnel than other objectives illustrated in this report.

E. Statistics Describing Credentials of Local District Right to Read Directors

The following facts describe the number of credit hours in reading possessed by local district Right to Read Directors:

- Seventy-six percent of the Directors with a B.A. or B.S. have less than twelve credit hours in reading. Nine percent have more than 24 credit hours in reading;
- Sixty percent of the Directors with a M.A. or M.S. have less than twelve credit hours in reading. Seventeen percent have more than 24 credit hours in reading;
- Sixty-four percent of the Directors with an Educational

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TABLE 13.4: FREQUENCY OF RATING OF TEACHER CERTIFICATION ACTIVITIES AS ONE OF THE FIVE LEAST IMPORTANT IN THE STATE

EDUCATION OFFICIAL	FREQUENCY	PERCENT
CSSO*	15	48
SASI	19	61
SRTR	14	45

*CSSO - Chief State School Officer
SASI - State Assistant Superintendent for Instruction
SRTR - State Right to Read Director

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Specialist degree have less than 12 credit hours in reading. Twenty-one percent have more than 24 credit hours in reading;

- Forty-one percent of the Directors with advanced certificates have less than 12 credit hours in reading. Twenty-seven percent have more than 24 credit hours in reading; and
- In five out of 31 States more than 50 percent of the Directors have more than 12 credit hours in reading. In three more of the States 50 percent of the Directors have more than six credit hours in reading.

F. Statistics Describing Credentials of State Right to Read Directors

At the State level, the qualifications of the State Right to Read Director are different from the local district Director. On the whole, the State Director is more qualified in reading than is the local Director:

- all State Directors have been teachers;
- thirty-nine percent of the State Directors have less than six credit hours in reading;
- three percent of the State Directors have between six and 11 credit hours in reading;
- twenty-six percent of the State Directors have between 12 and 24 credit hours in reading;
- thirty-two percent of the State Directors have more than 24 credit hours in reading; and
- thirty-six percent of the State Directors have 12 or more credit hours in administration.

G. Summary

The most common changes which have occurred in teacher certification in the past two years are the establishment of certification for reading specialist or resource person, increase in requirements for reading teacher, and increase in

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requirements for reading specialist or resource person. In at least 55 percent of the States, there have been changes in certification requirements.

In terms of the new Title VII definitions of reading teacher and reading specialist, one third of the local district Right to Read Directors have the qualifications for reading teacher, and almost 60 percent of the State Directors have the qualifications for reading teacher and reading specialist.

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14

EVALUATION

To what extent have the SEAs developed a comprehensive plan of action which addresses the provision for modifying the SEA program based on evaluative evidence? To what extent have the SEAs designed and implemented an evaluation of program effectiveness? What is the evidence of effectiveness derived from any completed SEA evaluations?

Under the Rules and Regulations, Subpart D - Right to Read Grant, Federal Register, Vol. 40, No. 90 - Thursday, May 8, 1975, there is provision for:

> "an evaluation component providing for the collection, verification, and analysis of data to measure the extent to which such objectives are accomplished by the project."

The new rules for the Title VII-National Reading Improvement Program, Part B - State Reading Improvement Programs stipulate,

> "Provision is made for high quality evaluation of the effectiveness of the project and for determining the extent to which the objectives are accomplished."

A. State Priority Placed on Evaluation

While in two-thirds (21) of the States, as indicated by the State Right to Read Directors, an evaluation has been

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conducted to determine how well the State Right to Read objectives are being met, most of the evidence indicates that this is an area of lesser priority. According to the data from the State Assistant Superintendents for Instruction, the local district Right to Read Directors, and the District Superintendents/Assistant Superintendents for Instruction, the evaluation component is one of the activities considered least essential to the Right to Read Program in the State or district for the success of the program. As can be seen from Table 14.1, the majority of respondents rank evaluation 6, 7 or 8, with 8 being the least essential activity.

B. Description of State Evaluation Activities

Sixty-eight percent (21) of the State Right to Read Directors and State Assistant Superintendents for Instruction indicate that a formal evaluation has been conducted to determine how well their State Right to Read objectives are being met. As indicated in Table 14.2, 23 percent (7) of the State Right to Read evaluations were conducted by the Right to Read Office and 32 percent (10) were conducted by external evaluation consultants.

In addition to conducting evaluations of State Right to Read objectives, nine percent (62) of the local district Right to Read Directors indicate that the State Right to Read Program provided an evaluation of the district to determine how well their district Right to Read objectives were being met.

C. Description of District Level Evaluation Activities

Thirty-six percent (33) of the district Right to Read Directors visited indicate that their district Right to Read Programs have been evaluated, while 57 percent (52) of the District Superintendents/Assistant Superintendents indicate their districts have been evaluated. Additionally, 17 percent

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TABLE 14.1: RANKING OF EVALUATION ACTIVITIES AS BEING ESSENTIAL FOR THE SUCCESS OF THE RIGHT TO READ PROGRAM

RESPONDENT	RANK															
	1		2		3		4		5		6		7		8	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
State Assistant Superintendent for Instruction	0	0	2	7	1	3	3	10	5	16	7	23	4	13	7	23
District Superintendent/ Assistant Superintendent	1	1	4	4	10	11	6	7	12	13	13	14	19	21	24	26
Local Right to Read Director (mail-out)	12	2	20	3	39	6	49	7	83	12	117	17	162	24	123	18

TABLE 14.2: PERSONNEL CONDUCTING FORMAL EVALUATION OF THE RIGHT TO READ PROGRAM AT THE STATE LEVEL

PERSONNEL	FREQUENCY	PERCENT
State Right to Read	7	23
National Right to Read	2	7
State Educational Agency evaluation personnel	5	16
External evaluation consultants	10	32
Other State Educational Agency office	2	7
Other	2	7

TABLE 14.3: TYPES OF TECHNICAL ASSISTANCE IN EVALUATION PROVIDED TO SCHOOL DISTRICTS REQUIRED TO CONDUCT THEIR OWN EVALUATION

TYPE OF TECHNICAL ASSISTANCE	FREQUENCY	PERCENT
Planning the evaluation strategy	14	45
Conducting the evaluation process	11	36
Analyzing the data	11	36
Interpreting data results	13	42
None	0	0

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(118) of the local district Right to Read Directors in the mail sample indicate that a formal evaluation has been conducted in their districts.

Forty-eight percent (15) of the State Right to Read Directors indicate that local school districts are required to conduct their own evaluation, but nine percent (62) of the local Right to Read Directors in the mail sample report that they have conducted their own evaluation.

The data show another discrepancy between what the State Right to Read Directors report and what the local Right to Read Directors indicate has occurred. Five percent (37) of the local district Right to Read Directors indicate they were assisted in conducting their own evaluations by the State Right to Read staff. But, thirty-six percent (11) of the State Directors report that the districts were provided with technical assistance in conducting the evaluation process, and 45 percent (14) indicate that the districts were provided technical assistance in planning the evaluation strategy (see Table 14.3).

Even though five percent (34) of the local district Right to Read Directors indicate they received technical assistance from the State for evaluation purposes, 53 percent (362) of the local Directors indicated that the technical assistance they have received from the State Right to Read Program in the area of evaluation has been fully sufficient for district needs. This fact lends support to the other indications that evaluation is an area of lesser priority.

Nineteen percent (132) of the local district Right to Read Directors indicate they had no participation in revising or modifying the Right to Read Program based on evaluation or other data. Along the same line, when ranking the amount of time they spend on various activities, over half of the local district

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Right to Read Directors report they spend "some time" as opposed to "a great deal of time" on evaluating the Right to Read Program. A quarter of the Directors indicate they spend "little or no time" on evaluation. However, 33 percent (229) of the local Directors report they had a great deal of participation in revising or modifying the Right to Read Program based on evaluation or other data.

Eighty-nine percent (609) of the local district Right to Read Directors indicate that baseline data were collected on students prior to the beginning of Right to Read (see Table 14.4). Eleven percent (79) of the Directors state that formal testing was used as part of the evaluation process. This figure indicates that two-thirds of those districts that have had a formal evaluation used formal testing as part of the evaluation.

D. School Level Evaluation Activities

At the school level, 45 percent (71) of the principals indicate that an evaluation has been conducted in their school to determine how well the Right to Read objectives are being met. Table 14.5 indicates that 17 percent (27) of the evaluations conducted in the schools were conducted by the principal.

E. Objective Measures of Effect

Revisions or modifications made to the Right to Read Program are a major indication of the effect of evaluation activities. At the State level, emphasis is placed on evaluation of local Right to Read Directors' training. The most common modification made to the Right to Read program on the basis of evaluation data as indicated by the State Right to Read Directors has been the revision of the local district Right to Read Directors' training program. The majority of these

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TABLE 14.4: BASELINE DATA COLLECTED ON STUDENTS PRIOR TO THE BEGINNING OF RIGHT TO READ

BASELINE DATA	FREQUENCY	PERCENT
Reading level on achievement or diagnostic test	568	83
Other test results	199	29
Attitude measures	166	24
Behavior measures	64	9
None	78	11
Other	37	5

TABLE 14.5: PERSONNEL CONDUCTING RIGHT TO READ EVALUATION AT THE SCHOOL LEVEL

PERSONNEL	FREQUENCY	PERCENT
State Right to Read personnel	21	13
District personnel	46	29
National Right to Read personnel	0	0
Yourself (Principal)	27	17
Other	12	8

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revisions have been minor requiring only slight revisions of the program. Another indication of the emphasis placed on evaluation of local Right to Read Directors' training is the fact that 81 percent (27) of the State Directors require the local district Right to Read Directors to submit an evaluation of their training.

According to the data from the local district Superintendents, the local district Right to Read Directors and the State and local Adult Basic Education Directors, the most frequent modification made to the district's Right to Read Program as a result of evaluation data was a change in method of reading instruction (see Table 14.6).

Sixty-one percent (19) of the State Right to Read Directors indicate that a great deal of emphasis was placed on evaluation of reading programs in the initial training of local district Right to Read Directors. Forty-seven percent (325) of the local Right to Read Directors indicate that a great deal of emphasis was placed on evaluation in their initial training.

Sixty-eight percent (21) of the State Right to Read Directors feel evaluation was greatly emphasized in the second and third year of training while 27 percent (183) of the local Directors feel evaluation was greatly emphasized. Almost all of the local Right to Read Directors feel the material on evaluation of reading programs in their training was useful in enabling them to assume their responsibilities as local district Right to Read Director.

Another objective measure of the effect of evaluation is the fact that 58 percent (18) of the States used the criteria of excellence in their evaluation. This figure amounts to 85 percent of the total number of State Right to Read Directors who

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TABLE 14.6: REVISIONS OR MODIFICATIONS MADE TO PROGRAM AS A RESULT OF EVALUATION DATA

TYPE OF REVISION	DSASI*		LRTR		LRTR (mail-out)		LABE		SABE	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
No revisions or modifications have been made	20	22	9	10	36	5	0	0	1	4
Change in method of reading instruction	29	32	19	21	40	6	4	14	2	7
Change in staff assignments or responsibilities	18	20	12	13	33	5	2	7	0	0
Modification of objectives	16	18	14	15	26	4	2	7	1	4
Other	12	13	11	12	17	2	5	18	0	0
Not Applicable	9	10								

*DSASI - District Superintendent/Assistant Superintendent for Instruction
LRTR - Local district Right to Read Director
LABE - Local district Adult Basic Education Director
SABE - State Adult Basic Education Director

indicate that an evaluation was conducted.

Budget allocations for evaluation for the next year is another important area to consider when studying objective measures of the effect of evaluation activities. Fifty-five percent (17) of the State Right to Read Directors indicate that a budget allocation has been made for a formal evaluation of the Right to Read Program in the next year. Four percent (30) of the local district Right to Read Directors indicate that a budget allocation has been made for a formal evaluation of the district's Right to Read Program in the next year.

F. Subjective Measures of Effect

Six classes of respondents rated the evaluation aspect of the Right to Read Program. Table 14.7 displays the results from respondents who rated evaluation as excellent. When compared to subjective assessments presented in other chapters of this report, it appears that respondents rate evaluation as an area in which the Right to Read Program has not been very effective.

In another subjective measure of the effect of evaluation activities, the State Right to Read Director, the local district Right to Read Director and the District Superintendent were asked how the Right to Read Program could be improved at the district level. Table 14.8 gives their responses to the item "a better evaluation and feedback process is needed." The data indicate a greater awareness on the part of the State Right to Read Director of the need for a better evaluation process than that of the local level personnel. Although the majority of respondents did not rate evaluation as excellent, neither did the majority of respondents state that a better evaluation and feedback process is needed. This indicates that evaluation is not considered a high priority activity for the success of the Right to Read Program.

TABLE 14.7: RATING OF EVALUATION COMPONENT OF STATE RIGHT TO READ PROGRAM AS "EXCELLENT"

RESPONDENT	FREQUENCY	PERCENT
State Right to Read Director	11	35
State Assistant Superintendent for Instruction	5	16
State Advisory Council Chairperson	10	35
State Adult Basic Education Director	2	7
District Right to Read Director	25	27
District Right to Read Director (mail)	156	23
District Superintendent/Assistant Superintendent for Instruction	7	8

TABLE 14.8: RATINGS OF EVALUATION ACTIVITIES AT THE STATE LEVEL

RESPONSE	SRTR*		LRTR (On site)		LRTR (Mail out)		DSASI	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
A better evaluation and feedback process is needed	16	52	24	26	141	21	25	27

*SRTR - State Right to Read Director
LRTR - District Right to Read Director
DSASI- District Superintendent/Assistant Superintendent for Instruction

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Summary

Evaluation activities are ranked low at the State or local district level as being essential for the success of the Right to Read Program in the State and, at the State level, the feeling is that improvements are needed. Yet, over two thirds of the States and over half the districts visited indicate that evaluation of the Right to Read Program has taken place.

A third of the State Directors report assisting local directors in the evaluation process, and over half of the local district Directors report that the assistance received in evaluation has been sufficient for their needs. In nearly half of the schools visited, evaluations have been conducted. The results of evaluations have been used to modify training programs and methods of reading instruction.

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15
ADULT LITERACY

To what extent have State Right to Read Directors addressed the problem of adult literacy? If so, in what way? Is there any coordination with the Adult Basic Education Program in the States?

A. Extent of Involvement of Adult Basic Education with Right to Read at the State Level

Adult literacy is an important area to be addressed by the Right to Read Program if moving toward the elimination of illiteracy is to be fulfilled. State Right to Read Directors have addressed the problems of adult literacy. Adult literacy is the one area most often cited as being coordinated with the Right to Read effort, by both the State Right to Read Directors, 90 percent (28), and the State Assistant Superintendents for Instruction, 74 percent (23). Further, 89 percent (25) of the Directors of State Adult Basic Education Programs feel the Right to Read Program has addressed adults' reading needs.

Table 15.1 reveals the amount of time the Director of State Adult Basic Education spends consulting with the State Right to Read Director. Two-thirds of the State Adult Basic Education Directors meet at least monthly with the State Right to Read Director.

Additionally, the median amount of time the State Adult Basic Education Director spends on activities related to the State Right to Read Program is 3.5 hours per month.

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TABLE 15.1: AMOUNT OF TIME SPENT BY DIRECTOR OF STATE ADULT BASIC EDUCATION CONSULTING WITH STATE RIGHT TO READ DIRECTOR

AMOUNT OF TIME	FREQUENCY	PERCENT
At least weekly	5	18
Two or three times a month	8	29
Monthly	3	11
Infrequently	10	36
Never	2	8

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When the State Adult Basic Education Directors were asked if they felt they understood the goals and objectives of the State Right to Read Program, 89 percent (24) of them indicated they did and 11 percent (3) felt they did not. Further, when asked if the State Right to Read goals and objectives were congruent with the goals and objectives of the Adult Basic Education Program, 61 percent (17) stated that almost all of them were, 25 percent (7) stated that some were, some were not and 17 percent (2) felt they were not congruent. The major reason given for the incongruence was that the Right to Read Program was directed toward elementary and secondary schools in their States.

Another area in which the State Adult Basic Education Program is involved with the Right to Read Program is in attendance at Right to Read conferences and workshops. Seventy-nine percent (22) of the State Adult Basic Education Directors report that they have attended workshops or conferences sponsored by Right to Read, one being the median number and 0 to 5 being the range. Of these, 57 percent (16) indicated that adult literacy was covered as a separate topic in these meetings.

Another activity which indicates the level of coordination between Adult Basic Education and Right to Read is the representation of Adult Basic Education on the Right to Read Task Force and Advisory Council. Although 68 percent (21) of the State Right to Read Directors indicate adult basic education personnel are represented on the Task Force, only 32 percent (9) of the State Adult Basic Education Directors indicate membership on the Task Force. Thirty-six percent of the Adult Basic Education Directors indicate that they have a representation on the Right to Read Advisory Council. Nearly half (46 percent (13)) stated they do not have a representative on either the Task Force or the Advisory Council.

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B. Extent of Needs Assessment and Technical Assistance Provided to Adult Basic Education

In the area of needs assessment, 61 percent (17) of the State Adult Basic Education Program Directors indicate a State reading needs assessment of the adult population has been done. Sixty-five percent (11) of them were planned by the State Adult Basic Education personnel and 12 percent (2) were planned by the State Right to Read personnel. Of those State Right to Read Directors that report a statewide reading needs assessment has been conducted in their State, 16 percent (5) indicate that since 1971, but prior to Right to Read, the adult population was included in the needs assessment; and since the State entered the Right to Read Program 19 percent (6) indicate the adult population was included in the needs assessment.

Technical assistance to Adult Basic Education teachers has not been a high priority item in the Right to Read Program. The median number of Adult Basic Education teachers that have received technical assistance from State Right to Read programs is 0, indicating that in at least half the States, no Adult Basic Education teachers received technical assistance.

Table 15.2 presents the data concerning needs assessment of the adult population at the district level. The majority of needs assessments were performed by either the State or district Adult Basic Education staff. The three most frequent uses for the needs assessment of the adult population were development of the district's Adult Basic Education Programs, (50 percent (14)), development of the district's Right to Read Program (18 percent (5)), and developing funding allocation priorities (29 percent (8)). At the district level as at the State level the median number of Adult Basic Education teachers that have received any technical assistance from the State or local district Right to Read Program is 0.

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TABLE 15.2: PERSONNEL WHO PLANNED DISTRICT NEEDS ASSESSMENTS OF ADULT POPULATION

GROUP THAT PLANNED NEEDS ASSESSMENT	FREQUENCY	PERCENT
No needs assessment has been done	6	21
State Right to Read staff	1	4
District Right to Read staff	2	7
District Adult Basic Education staff	9	32
State Adult Basic Education staff	7	25
Other State agencies	2	7
Other	8	29
Don't know	1	4

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C. Extent of Involvement of Adult Basic Education at the District Level

At the district level, coordination of Right to Read with adult education is not as prevelant as at the State level. Twenty-eight percent (194) of the local district Right to Read Directors report they are not working with adult literacy and another 31 percent (211) report they do not have this area in their districts. Thirty percent (207) indicate they are working with adult literacy.

Another indication that involvement of Right to Read with adult literacy at the district level is not as prevelant as at the State level is the fact that 29 percent (8) of the local district Adult Basic Education Directors reveal they do not understand the goals and objectives of the local districts' Right to Read Program.

The majority of local district Adult Basic Education Directors indicate that they meet infrequently with the local district Right to Read Director on matters regarding the administration of adult reading programs. However, the median number of hours the local district Adult Basic Education Directors report they spend on Right to Read activities is 5.5 hours per month. Forty-six percent (13) of the local district Adult Basic Education Directors indicate they have attended workshops or conferences sponsored by Right to Read. Of those that have attended, 32 percent (9) indicate that adult literacy was covered as a separate topic in those meetings.

Twenty-nine percent (8) of the local district Adult Basic Education Directors feel their programs have benefited from being a part of the Right to Read Program because it has generated more enthusiasm for reading on the part of students and teachers.

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D. Summary

Eighty-nine percent (25) of the Directors of State Adult Basic Education report that the Right to Read Program has addressed adults' reading needs. Eighty-six percent of the Adult Directors indicated that they understood the goals and objectives of the State Right to Read Program. And, 79 percent (22) of the State Adult Basic Education Directors have attended workshops or conferences sponsored by Right to Read. Thus, the Right to Read Program has shown indications of having addressed the needs of adults.

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16

EFFECTIVE SYSTEM OF COMMUNICATION

To what extent have the State's Right to Read Programs developed an effective system of communication with local educational agencies and other educational resources in the States?

A. State Emphasis on Developing an Effective Communication System

The State Right to Read Director spends a median of 1.5 hours per week maintaining a communication link with other State reading programs, and a median of 3 hours per week maintaining a communication link with educational agencies and resources in the State (see Tables 16.1 and 16.2). Since this amounts to 12 percent of the time the Director spends on all Right to Read activities, maintaining an effective system of communication is a high priority objective at the State level in the Right to Read Program.

Additionally, 39 percent (12) of the Chief State School Officers, 35 percent (11) of the State Right to Read Directors, and 23 percent (7) of the State Assistant Superintendents for Instruction rate "develop multiplier effects in Right to Read by encouraging cooperation across agencies at the State and local levels" as one of the five most important objectives in the State. The extent of coordination activities among various State agencies and programs also indicates the importance placed on this objective (see Chapter 4).

In spite of the emphasis placed on communication, actual

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TABLE 16.1: HOURS PER WEEK RIGHT TO READ DIRECTOR SPENDS MAINTAINING A COMMUNICATION LINK WITH OTHER STATE READING PROGRAMS

HOURS	FREQUENCY	CUMULATIVE PERCENT
0	4	12.9
1	10	45.2
2	3	54.8
3	2	61.3
4	1	64.5
5	6	83.9
8	2	90.3
10	1	93.5
Unspecified	2	100.0
TOTAL	31	100.0

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TABLE 16.2: HOURS PER WEEK RIGHT TO READ DIRECTOR SPENDS MAINTAINING A COMMUNICATION LINK WITH OTHER EDUCATIONAL AGENCIES AND RESOURCES IN THE STATE

HOURS	FREQUENCY	CUMULATIVE PERCENT
0	3	9.7
1	3	19.4
2	5	35.5
3	5	51.6
4	4	64.5
5	4	77.4
6	1	80.6
8	1	83.9
10	3	93.5
20	1	96.8
Unspecified	1	100.0
TOTAL	31	100.0

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participation of State personnel in Right to Read activities is varied. Forty-five percent (14) of the State Assistant Superintendents for Instruction have participated to a great extent in coordinating existing reading funds with Right to Read funds, and 42 percent (13) of them have participated to a great extent in coordinating reading curriculum. Forty-four percent (18) of the State Directors of Adult Basic Education are members of either the Advisory Council or Task Force or both, and 57 percent (19) consult with the State Right to Read Director at least monthly. Fifty-two percent (16) of the State Directors of Teacher Certification have been asked to provide information on teacher certification in the development of State Right to Read proposals or comprehensive plans. However, the Chairpersons of the State Right to Read Advisory Councils report a median of 0 members on the Advisory Council from State Educational Agency personnel other than the Right to Read staff.

B. Focus of State Communication Systems

A major area of communication at the State level concerns needs assessment data. Sixty-five percent (20) of the State Directors report that needs assessment data were used to supply information for other agencies or departments in the State. Communication between agencies exists as well in the area of technical assistance. Sixty-eight percent (21) of the State Directors report that technical assistance was provided to local school districts by State administrative personnel other than the Right to Read staff. Fifty-two percent (16) of the State Directors report sending results of the State evaluation to the Chief State School Officer, and 32 percent (10) send it to the State Board of Education. No other communication concerning evaluation was reported to take place within State agencies.

The extent to which organizational and administrative strategies are delivered to the local districts indicates not only

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another area of communication, but the importance placed upon insuring effective communication systems at the local level. Eighty-four percent (26) of the State Right to Read Directors report that organization and administration was an area of great emphasis in the first year of training provided to local district Right to Read Directors, and 71 percent (22) of them indicate the same for years two and three. Eighty-four percent (26) of the State Directors provided a great deal of training in change agent strategies the first year, and 65 percent (20) of them provided a great deal in years two and three. In addition, 94 percent (29) of the State Directors state that they frequently provided technical assistance to local school districts in program planning and management.

While the local district Directors perceive less emphasis placed on organization and administration in their training, only four percent (29) of the local Directors found the training in managerial skills not useful, and seven percent (49) of them found the training in change agent strategies not useful. Sixty percent (411) of the local district Directors received a great deal of training in organization and administration in their first year of training, and 17 percent (119) of them received a great deal of training in managerial skills in the second and third years. Only 38 percent (260) of the local district Directors report receiving a great deal of training in change agent strategies the first year, and 11 percent (75) of them report receiving a great deal in the second and third years.

C. Focus of Local District Communication Systems

At the local district level, the Right to Read Director communicates with other district personnel primarily in the area of slow achievers. Sixty-six percent (456) of the local district Directors (mail-out) work with this area to a great extent. The next largest area of involvement is learning disabilities, with which 31 percent (216) of the Directors work to a great extent.

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Other frequently cited areas of communication at the local district level are providing independent assessments of programs, and modifying school objectives (see Table 16.3).

Also, 35 percent (39) of the District Superintendents/ Assistant Superintendents for Instruction state that the Right to Read Director meets weekly with teachers or staff involved with other Federally funded instructional programs. And 42 percent (344) teachers have been asked to provide information to either their principal or the district Right to Read Director as to how the Right to Read Program could be improved.

D. Non-Public Schools

Table 16.4 illustrates the means by which non-public schools may communicate with the Right to Read Program. According to the State Right to Read Director, in almost 30 percent (9) of the States, non-public schools have their own Right to Read Programs. Ninety percent (28) of the Directors also indicate that non-public school personnel attend State Right to Read in-service training sessions.

E. Subjective Ratings of Effectiveness of Communication

Forty-two percent (13) of the State Right to Read Directors indicate that more involvement in and support of Right to Read are needed from the State Educational Agency Administration, 29 percent (9) indicate the same with respect to the State Board of Eduation, and 19 percent (6) for the Chief State School Officer. In addition, 35 percent (11) of these Directors state that they need a stronger role in the State Educational Agency Administration. This is an indication that communication is lacking at the State level.

Nevertheless, only eight percent (7) of the District

TABLE 16.3: AMOUNT OF PARTICIPATION IN COMMUNICATION ACTIVITIES AT THE LOCAL DISTRICT LEVEL

ACTIVITY	RESPONDENTS WITH A GREAT DEAL OF PARTICIPATION					
	LRTR* (mail-out)		LRTR (on-site)		Principals	
	Freq	Pct	Freq	Pct	Freq	Pct
Providing independent assessments of the Right to Read Program	241	35	41	45	14	15
Modifying school objectives to make them more measurable and specific	251	37	44	48	36	40

* LRTR - Local district Right to Read Director

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TABLE 16.4: PROVISIONS FOR COMMUNICATION OF RIGHT TO READ WITH NON-PUBLIC SCHOOLS

PROVISIONS FOR COMMUNICATION	RESPONDENT							
	SPTR* Freq	Pct	LRTR(mail-out) Freq	Pct	LRTR(on-site) Freq	Pct	DSASI Freq	Pct
Their personnel attend our in-service training sessions	28	90	83	12	21	23	20	22
They receive Right to Read curriculum materials	22	71	62	9	15	17	10	11
They have their own Right to Read program	9	29	62	9	4	4	4	4
They do not participate in Right to Read	0	0	266	39	35	39	18	20

*SRTR - State Right to Read Director
LRTR - Local Right to Read Director
DSASI - District Superintendent/Assistant Superintendent for Instruction

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Superintendents/Assistant Superintendents for Instruction, 16 percent (25) of the principals, and 20 percent (167) of the teachers feel that the Right to Read Program could be made more relevant to their needs as, respectively, administrator, principal, and teacher. Given these facts, the communication from the State or local program personnel has been such that the majority of local district personnel find the Right to Read Program relevant to their needs, or that National Right to Read has effectively organized the program so it is relevant to all these personnel. In either case it is a measure of effective communication.

At the local level, Right to Read Directors, District Superintendents/Assistant Superintendents for Instruction, and principals report that more involvement in and support of the Right to Read Program are needed from various personnel (see Table 16.5). Uniformly, the area from which the most support and involvement is needed is the teachers, indicating the need for effective systems of communication at the local level as well as at the State level.

In addition, Table 16.6 illustrates some of the other problems related to providing an effective communication link between the Right to Read Program and teachers implementing the program.

F. Analysis of Non-Completed Mail-Out Questionnaires

An analysis was made of the mail-out local district Right to Read Director questionnaires that were returned unanswered. In 52 percent (17) of the questionnaires that were returned, the reason given was that there was no district Right to Read Director and/or similar official with enough familiarity with the district's program to complete the forms. Approximately seven percent (2) of the questionnaires were returned from

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TABLE 16.5: GROUPS FROM WHOM MORE INVOLVEMENT AND SUPPORT OF RIGHT TO READ ARE NEEDED

RESPONDENT	MORE INVOLVEMENT IN AND SUPPORT OF RIGHT TO READ ARE NEEDED FROM:					
	TEACHERS		PRINCIPALS		OTHER DISTRICT ADMINISTRATORS	
	Freq	Pct	Freq	Pct	Freq	Pct
Local District Right to Read Director (mail-out)	226	33	184	27	146	21
Local District Right to Read Director (on-site)	24	26	22	24	12	13
District Superintendent/ Assistant Superintendent for Instruction	32	35	15	17	8	9
Principal/Director	37	24	23	15	13	8

TABLE 16.6: PROBLEMS EXISTING IN DELIVERY OF ORGANIZATION AND INSTRUCTIONAL STRATEGIES

PROBLEM	RESPONDENTS									
	SRTR*		DSASI		LRTR(on-site)		Principal		Teacher	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
Teachers feel reading is emphasized at expense of other programs	4	13	9	10	13	14	21	13	138	17
Some teachers object to accepting the Right to Read strategy	14	45	34	37	34	37	20	13	217	27
Some teachers feel they are not prepared content-wise to carry on the Right to Read strategy	(not on questionnaire)						63	40	not on questionnaire	
Staff resent the authority of the local district Right to Read Director	8	26	7	8	7	8	8	5	30	4

* SRTR - State Right to Read Director
DSASI - District Superintendent/Assistant Superintendent for Instruction
LRTR - Local District Right to Read Director

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districts which had withdrawn from participation in the Right to Read Program because it had not met their particular needs. Another seven percent (2) of the questionnaires were returned from Directors in non-public schools. Each Director reported that her school had not fulfilled all requirements for participation in the Right to Read Program, and hence, was not considered a Right to Read school.

In another instance, it was reported that the district's program was not the result of Right to Read, and hence, the district was under no obligation to see to it that the questionnaire was completed. Thus, in 69 percent (22) of the cases in which questionnaires were returned unanswered, the reason underlying the decision was lack of participation or conflict in participation with the State's comprehensive plan. Also, approximately 15 percent (5) of the questionnaires were sent to incorrect addresses and subsequently returned to the sender.

It should be noted that all these questionnaires were sent to addresses supplied by the Right to Read Director in each State. This does not indicate a high level of communication between State and local Right to Read Programs.

F. Summary

At the State level, maintaining an effective communication system receives high priority. Communication activities focus primarily upon needs assessment and technical assistance. The emphasis upon training in organization and administration indicates the importance placed upon local level communication systems.

At the local level, there is considerable communication in the area of slow achievers. Both State and local personnel indicate that more support of Right to Read is needed from teachers, indicating the need to more effectively communicate

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to teachers the purposes and practices of the Right to Read Program.

While general indications are that communication between the State and local level is effective, the analysis of the non-completed mail-out questionnaires indicates some communications lag between State and local district Right to Read Programs.

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COMPREHENSIVE PLAN OF ACTION

To what extent are the States developing a comprehensive plan to encompass all activities to move toward the elimination of illiteracy? What are the indicators of accomplishment?

A. State-Level Analysis

Developing a comprehensive plan to encompass all activities to move toward the elimination of illiteracy is rated highly by State level personnel. Fifty-eight percent (18) of the Chief State School Officers, 55 percent (17) of the State Right to Read Directors, and 65 percent (20) of the State Assistant Superintendents for Instruction rate this objective as one of the five most important in the State.

Planning activities are taking place in the majority of States to involve all districts in the State in the Right to Read Program. Seventy-four percent (23) of the State Right to Read Directors report that by the median year 1977 all districts in their States will be participating in Right to Read. However, 26 percent (8) of the Directors indicate there will never be complete district participation in Right to Read in their States.

Analyses were performed to determine if there was any relationship between the demographic (background) variables associated with the State Right to Read Directors, and statewide participation in the Right to Read Program.

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There was no statistical relationship between the number of hours worked on Right to Read activities and when the Director predicted that all districts in the State would be participating in Right to Read. Nor was there any statistical relationship between when the Director predicted full State participation and her/his sex, age, salary, educational degree, or who she/he reports to in the SEA. Sixty-one percent (19) of the State Directors indicate that districts have dropped out of participation in the Right to Read Program, and 48 percent (15) of them report loss of the local District Right to Read Director as the reason for the district dropping out. Twenty-three percent (7) of the Directors also relate desire on the part of the district to terminate their participation in the program as the reason behind the districts dropping out of the program.

B. Local District Analysis

At the local district level, 43 percent (40) of the District Superintendents/Assistant Superintendents for Instruction report that all schools in their district are already participating in the Right to Read Program. Another 18 percent (17) of them predict that full district participation will be implemented by 1981. Only 13 percent (12) of the District Superintendents/Assistant Superintendents for Instruction report no plans to involve every school in the district in their Right to Read Program.

A major reason underlying the lack of complete district participation at this point in time seems to be lack of funds. Ten percent (9) of the District Superintendents/Assistant Superintendents for Instruction indicate they cannot include some interested schools in Right to Read because of lack of resources necessary to provide Right to Read to all buildings. Another 11 percent (10) of them state that more funds are needed to expand the Right to Read Program. Also, 18 percent (126) of the local district Right to Read Directors (mail-out) say Right to Read

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TABLE 17.1: FULL-TIME VS. PART-TIME DIRECTORS AND PREDICTION OF FULL DISTRICT PARTICIPATION IN RIGHT TO READ

STATUS	EXPECTATION IN TIME								
	All Are Now Participating	1976	1977	1978	1979	1981	Not Part Of Present Plans	Don't Know	TOTAL
FULL-TIME	9		2						11
PART-TIME	35	7	4	3	2	1	12	18	82
COLUMN TOTAL	44	7	6	3	2	1	12	18	93

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would be discontinued in their district if the State no longer received funding.

However, there is a link between full district participation in Right to Read and whether the local district Right to Read Director works full-time or part-time on Right to Read activities. Of the 93 local district Right to Read Directors interviewed, all 11 full-time Directors could indicate a point in time when full district participation in Right to Read would exist. Of the 82 part-time Directors, 63 percent (52) could indicate such a point in time. Thus, there is a 59 percent better success rate in the case of the full-time district Directors. Table 17.1 shows the distribution of the Directors who work full-time vs. those who work part-time, and when they predict full district participation in Right to Read.

Summary

The objective of establishing a comprehensive plan is rated as important by State-level personnel. The major reasons for its lack of full implementation at this point in time in many States is lack of resources to effectively reach all districts in a short span of time. Where local districts can afford a full-time Right to Read Director, full implementation occurs with more success.

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SUMMARY

There are several important findings in this study. Summarizations of the essential features of these findings are presented below.

A. Reading as a Top Priority

State Educational Agencies and Local Educational Agencies have been successful in establishing reading as a top priority. The following are indications of the priority placed on reading:

- ninety-two percent (23) of the Chief State School Officers report that reading is cited as a major educational objective by the State Board of Education or that an official proclamation has been issued by the Governor's office in support of the Right to Read effort;
- over half of the State and local level personnel ranked establishing reading as a top priority (first or second out of eight) as being essential for the success of the Right to Read Program in the State;
- teachers and administrators reported that students' attitudes towards reading have improved, they spend more time reading, and their library and/or classroom book usage has increased;
- teachers and administrators report that teachers spend more time preparing to teach reading, and their interaction with colleagues and administrators regarding reading has increased; and

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- principals/administrators report spending more time in administering reading programs, and interacting with teachers. students and other administrators.

B. Training

Providing training for Local Educational Agency Right to Read Directors is rated as one of the five most important objectives in the State by 71 percent (22) of the State Right to Read Directors. The importance of this objective is corroborated by the fact that there were 904 local district Right to Read Directors trained in the first program year, 1,600 in the second program year, 2,028 in the third program year, and 150 in the fourth program year in these States. In addition, at least 2,870 principals and 9,267 teachers have received State-provided Right to Read training. Table 18.1 illustrates the major areas of emphasis in first year training provided by the State program to local Directors.

TABLE 18.1: CONTENT AREAS EMPHASIZED IN TRAINING AS REPORTED BY THE LOCAL DISTRICT RIGHT TO READ DIRECTORS

CONTENT AREA	FREQUENCY	PERCENT
Curriculum development	294	43
Organization and administration	411	60
Basic reading skills instruction	329	48
Evaluation of reading programs	325	47
Strategy planning	285	41
Diagnostic/prescriptive approach	292	43

On the average, the local district Directors report receiving slightly fewer hours of training than the number required by the State. However they report that they are

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satisfied with the quantity of training they have received, and the content has been useful in enabling them to fulfill their roles as Right to Read Directors.

C. Technical Assistance

The use of workshops and conferences as the means of delivering technical assistance served a useful purpose in the formative years of the State's Right to Read Programs in introducing a large number of personnel to the generalized concepts of the Right to Read Program. According to the State Right to Read Directors, almost three fourths of the local district Directors have attended at least four conferences and/or workshops in the past year.

Local district Right to Read Directors indicate the need for technical assistance that is specifically related to their district needs, and that may be requested as needed.

TABLE 18.2: LOCAL DISTRICT RIGHT TO READ DIRECTORS' RATINGS OF TECHNICAL ASSISTANCE RECEIVED FROM THE STATE

AREA OF TECHNICAL ASSISTANCE	THE TECHNICAL ASSISTANCE RECEIVED FROM THE STATE WAS:							
	Fully Sufficient for district needs		Barely Sufficient for district needs		Not at all Sufficient for district needs		No Response	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
Individualizing instruction	377	55	159	23	91	13	60	9
Amassing public support	278	41	191	28	134	19	84	12
Training tutors	259	38	180	26	149	22	99	14
Working with the non-public school sector	188	27	113	16	185	27	201	29
Training in program management	366	53	150	22	88	13	83	12
Educating parents	241	35	203	29	147	21	96	14
Evaluating program	362	53	153	22	83	12	89	13

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D. Teacher Certification

Table 18.3 illustrates the changes in teacher certification that have occurred in the past two years that might affect the Right to Read Program. In one third of the States, changes have occurred that potentially affect Right to Read.

TABLE 18.3: CHANGES IN TEACHER CERTIFICATION OCCURRING IN THE PAST TWO YEARS

CHANGES	FREQUENCY	PERCENT
Establishment of a certification for reading specialist or resource person	10	32
Increase in requirements for reading teacher	10	32
Increase in requirements for reading specialist or resource person*	12	39

*This figure includes those States in which both establishment of and increase in requirements for reading specialist or resource person occurred in the past two years. For this reason, this figure is different from that reported in Volume II.

E. Adult Basic Education

Eighty-nine percent (25) of the Directors of State Adult Basic Education report that the Right to Read Program has addressed adults' reading needs. Eighty-six percent of the Adult Basic Education Directors indicate that they understand the goals and objectives of the State Right to Read Program. And, 79 percent (22) of the State Adult Basic Education Directors have attended workshops or conferences sponsored by Right to Read. Thus, the Right to Read Program has shown indications of having addressed the needs of adults at the State level.

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However, only 19 percent (6) of the States have conducted an assessment of adult needs in reading since the inception of Right to Read in the State. And, at the local level, in 45 percent (14) of the States no local Adult Basic Education programs were found that were coordinated with the local Right to Read program. In 29 percent (9) of the States, one local Adult Basic Education program (out of three potential programs) was found to be coordinated with the local Right to Read Program.

F. Effective System of Communication

At the State level, maintaining an effective system of communication receives high priority. Communication activities focus primarily upon needs assessment and technical assistance. The emphasis upon training in organization and administration indicates the importance placed by the States upon communication at the local level. While communication between the State and local level is effective, both State and local personnel indicate that more support of Right to Read is needed from teachers. Thus, a weak link in the area of communication appears to be communicating the Right to Read Program to teachers.

G. Comprehensive Plan of Action

The objective of establishing a comprehensive plan to encompass all activities to move toward the elimination of illiteracy is rated as important by State-level personnel. According to the State Director, the major reason for its lack of full implementation in many States is lack of resources to effectively reach all districts in a short span of time. According to the District Superintendent/Assistant Superintendent for Instruction, where local districts can afford a full-time Right to Read Director, full district implementation of Right to Read occurs with more success. Where part-time local district Directors are employed, there are more problems in fully implementing the Right to Read Program.

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H. Role of the State and Local District Right to Read Directors

The role of both the State and local district Right to Read Director is one which requires coordination of the Right to Read Program with other reading program areas. As such, these positions require a degree of authority with which to implement coordination activities. The State Right to Read Director is typically a full-time Director and has the authority vested in a SEA line position. While most State Directors are full-time, most local Directors are part-time.

The major problems with the role of the local Director as it presently exists are lack of time and lack of staff support. Local district Directors who report directly to the District Superintendent/Assistant Superintendent for Instruction have a position of greater authority than those who report to a principal. And, districts in which there is a full-time local Director report more emphasis on reading, higher student scores, and fewer problems implementing the program. As mentioned in Chapter 2, it is difficult to discern the causal variable here (higher scores or full-time director) without further study.

I. Coordination of Right to Read with Other Reading Programs

The Task Force has been set up in the State Educational Agency to act as the body which coordinates the Right to Read Program with other reading programs. Data from the State Right to Read Director and State Assistant Superintendent for Instruction indicate that coordinational activities are carried out by them, rather than by the Task Force.

J. Dissemination and Amassing Public Support

Dissemination and amassing public support activities are not

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high priority activities in the State Educational Agency. Conduct of these activities is the stated responsibility of the Advisory Council, and it has been indicated in State and local level ratings that the Advisory Council is not effective in dissemination or in amassing public support.

Local district Directors have received considerable training in dissemination techniques, but according to the District Superintendent/Assistant Superintendent for Instruction, most local districts do not have the necessary resources in terms of finances or a full-time Director to effectively conduct dissemination and amassing public support activities.

K. Equitable Distribution of Services

Thirty-nine percent (12) of the States use the following criteria to distribute Right to Read services to school districts in the State:

- geographic representation; and
- student population.

The major criterion used to select local districts for participation in Right to Read in the remaining 61 percent (19) of the States is willingness of the local district to comply with the terms of the agreement/contract.

L. Evaluation, Measurability, and Feasibility of Objectives

Over two-thirds of the States and over half of the districts visited indicate that evaluation of the Right to Read Program has taken place. Technical assistance in evaluation has been provided to over half of the districts by the State. Evaluation results have been used to modify training programs and methods of reading instruction.

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State and local district personnel report general satisfaction with the National Right to Read Objectives and with the individual States' program objectives. The majority of the States have developed measurable and feasible objectives, which span the areas listed in Table 18.4.

However, there is no evidence of State Right to Read Program emphasis on the evaluation of the measurability and feasibility of local district objectives. There is no apparent emphasis placed on accomplishment of activities according to timelines or the evaluation of the accomplishment of these objectives.

M. Needs Assessment

It is reported that needs assessments in reading have been conducted in 93 percent (29) of the States and 91 percent (83) of the districts. However, a critical area for improvement in needs assessment activities is the assessment of adult needs. Nineteen percent (6) of the States have conducted an assessment of adult needs in reading since the inception of Right to Read in the State.

N. Projection of Total Participation in Right to Read*

Seventy-four percent (23) of the State Right to Read Directors report that every district in their State is either presently participating, or will be participating in the near future, in the Right to Read Program. Table 18.5 depicts the projected years by which Right to Read will be incorporated in all districts in the States. As shown in this table, one fourth of the State Directors never expect all districts in their State to participate in the Right to Read Program.

As can be seen from Table 18.6, 48 percent (45) of the District Superintendents/Assistant Superintendents for Instruction in the districts visited for on-site data collection report that all schools within their districts will be participating in the Right to Read Program by the end of 1976.

*These data were obtained from information presented in Volume II - State Profiles.

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TABLE 18.4: MAJOR AREAS OF ACTIVITY REFLECTED IN STATE OBJECTIVES

AREAS OF ACTIVITY	NUMBER OF STATES	PERCENT OF STATES
Statewide Organization and Coordination	28	91
Reading as Top Priority	14	45
Planning	20	65
Needs Assessment	25	80
Reading Program Adoption or Development	21	68
Training	29	94
Technical Assistance	29	94
Dissemination	28	91
Amassing Public and Professional Support	30	97
Teacher Certification	14	45
Criteria of Excellence	22	71
Evaluation	26	84

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TABLE 18.5: YEAR BY WHICH RIGHT TO READ WILL BE IMPLEMENTED IN ALL DISTRICTS IN THE STATE

YEAR	NUMBER OF STATES	PERCENT OF STATES
Presently	1	3
1975	1	3
1976	3	10
1977	3	10
1978	5	16
1979	0	0
1980	10	32
Never	8	26
TOTAL	31	100

TABLE 18.6: YEAR BY WHICH RIGHT TO READ WILL BE IMPLEMENTED IN ALL SCHOOLS IN THE DISTRICTS VISITED FOR SITE DATA COLLECTION

YEAR	FREQUENCY	PERCENT
All are now participating	39	42
1975	1	1
1976	5	5
1977	6	7
1978	2	2
1979	2	2
1980	1	1
1981	1	1
Not part of present plans	14	15
Don't know	20	22
Data unavailable	2	2
TOTAL	93	100

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O. Effect of the Loss of Federal Funding for Right to Read*

Table 18.7 illustrates the responses of the State-level officials who related what would happen to the Right to Read Program in their State if Federal funding should cease. It may be noted from the table that 58 percent (15) of the Chief State School Officers, 43 percent (13) of the State Right to Read Directors, and 43 percent (13) of the State Assistant Superintendents for Instruction indicated that the Right to Read Program would definitely continue in some capacity in their States if Federal funding were terminated.

P. Findings from Cross-Tabulation Analyses

As part of the analyses of project data, over 2,000 correlations, cross-tabulations and analyses of variance were performed to determine if particular program descriptive variables related to positive indicators of program impact. Examples of these relationships include the educational level of the State Right to Read Director and prediction of full State participation in Right to Read; attributes of the Advisory Council and how effectively dissemination and amassing public support activities have been implemented, etc.

A major finding as a result of all these analyses is that there were fewer statistically significant relationships than one would expect, even by chance, using a .05 level of significance. In fact, of the roughly 2,000 analyses, less than 50 proved significant.

The few significant relationships, such as the linkage between full-time local Right to Read Directors and the prediction of full district participation in Right to Read, have been reported in the body of this report and elsewhere in this chapter. However, we view the lack of significant relationships as being highly important in its own right. The reason this is important

*These data were obtained from information presented in Volume II - State Profiles.

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TABLE 18.7: EFFECT OF FEDERAL FUNDING FOR RIGHT TO READ

THE STATE WOULD:	CHIEF STATE SCHOOL OFFICER	STATE RIGHT TO READ DIRECTOR	STATE ASSISTANT SUPERINTENDENT FOR INSTRUCTION
Continue the Right to Read Program using their own resources	6	10	11
Continue the Right to Read Program in a Diminished Capacity	9	4	6
Continue the Right to Read Program only if other resources were found	4	9	6
Discontinue the Program	7	7	7
Did not reply/did not interview/did not know	5	1	1

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is that the lack of significant findings indicates homogeneity of data describing the program characteristics. Such homogeneity is highly unusual in a National program of this type considering the varying amounts of funds received and the individual differences that usually occur between various State Departments of Education.

Thus, it may be concluded that, for the most part, the 31 States are implementing the 16 National Objectives and their underlying activities in the same manner. This can be interpreted to mean that the Right to Read strategy has been adopted as a viable strategy and has been implemented to some extent across the 31 States. Thus, the training and support activities provided by National Right to Read, and the comparatively little money provided to the States, has provided a substantial impetus in developing viable State strategies in reading.

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